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**Collective Leadership Measurement
for the U.S. Army**

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**United States Army Research Institute
for the Behavioral and Social Sciences**

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14. ABSTRACT The U.S. Army faces a difficult and challenging context today. To help meet these challenges, we propose the Army looks beyond traditional, individual-level approaches to leadership to include a collective leadership framework. A conceptualization of collective leadership is presented that is multi-level in nature, builds on a foundation of general leadership concepts, includes communication as a core element, is team- and network-based, and considers both "hard" and "soft" criteria and situational moderators applicable to individual leaders, squads, platoons, companies, battalions, and brigades. The fundamentals of a new measurement system for collective leadership are then developed. Viable measures of various aspects and dimensions of the collective leadership conceptualization are constructed using markers, surveys, interviews, critical incidents, and policy capturing scenarios to begin a multi-level assessment of collective leadership for the Army. Measurement instruments are provided as a part of this report.					
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COLLECTIVE LEADERSHIP MEASUREMENT FOR THE U.S. ARMY

EXECUTIVE SUMMARY

Research Requirement:

The U.S. Army faces a difficult and challenging context today in which complex, ill-defined problems emerge rapidly. As a result, organizations must quickly formulate and execute solutions under high-risk conditions where outcomes of action are often unclear. Effective leadership across levels (i.e., echelons) helps navigate through these challenges. Collective leadership, a new approach defining leadership as a collective organizational enterprise (as opposed to an individual-level, command and control phenomenon) may be of great utility to the Army. A conceptualization of collective leadership illustrates it as multi-level in nature, builds on a foundation of general leadership concepts, includes communication as a core element, is team- and network-based, and considers both “hard” and “soft” criteria and situational moderators applicable to individual leaders, squads, platoons, companies, battalions, and brigades (Friedrich, Vessey, Schuelke, Ruark, & Mumford, 2009, 2011; Mumford, 2009).

The current research developed measurement materials for collective leadership based on Friedrich et al.’s (2009, 2011) model. The measurement system includes items to assess occurrences of collective leadership within a unit, interview questions and protocol, critical incident protocol, and policy-capturing protocol. Together, the measurement system provides the Army with the opportunity to assess collective leadership and provides the foundation to develop training to facilitate the emergence of collective leadership behaviors.

Procedure:

Viable measures of various aspects of collective leadership were constructed using markers, surveys, interviews, critical incidents, and policy capturing scenarios to begin a multi-level assessment of collective leadership. In addition, a structured, formal validation effort was undertaken through a historiometric investigation of a variety of incidents in the career of General George C. Marshall.

Findings:

Initial support was found for the measurement system in both the pilot sample and in the Marshall investigation. In general, discussion with military personnel verified collective leadership behaviors operating to some degree across units, and the historical investigation evidenced both the presence of behaviors and outcomes associated with collective leadership. All the elements of the measurement system are presented in this report.

Utilization and Dissemination of Findings:

The measurement system provides the Army with tools to begin assessing the role of collective leadership across military operational environments. Taking into account the complexity of the operational environment, collective leadership may facilitate the adaptability

for a unit operating within complex and rapidly changing environments. A greater understanding of the role of collective leadership within the Army, including associated outcomes, could provide the basis for future training. The current research may also inform other work in the Army focused on leadership, teams, and networks.

The development of the collective leadership including the literature reviewed and description of the different process can be found in the ARI technical report #1288. Also, Dr. Jon Fallesen, Chief Leadership Research, Assessment and Doctrine of the Center for Army Leadership (CAL), was briefed on the results June 2010. In addition, collective leadership was introduced into the new ADRP 6-22 (Department of the Army, 2012).

COLLECTIVE LEADERSHIP MEASUREMENT FOR THE U.S. ARMY

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Collective Leadership Measurement for the U.S. Army

Leaders at all levels recognize the Army is a team as well as a team of teams. These teams interact as numerous functional units, designed to perform necessary tasks and missions that in unison produce the collective effort of all Army components (U.S. Department of the Army, FM 6-22 Army Leadership, 2006)

Introduction

The U.S. Army faces a difficult and challenging context in which complex, ill-defined problems emerge rapidly. As a result, battalions down to platoons must quickly formulate and execute solutions under high-risk conditions where outcomes of action are often unclear. Troops and equipment are strained by multiple war fronts, and potential terrorist threats exist against U.S. interests around the world. There is no single enemy and often the enemy is not readily identifiable. Peace-keeping missions and humanitarian efforts require knowledge across different domains, including civilian and political affairs and cultural awareness. Army personnel are required to fight non-traditional (e.g., guerrilla) wars or insurgencies, with civilians in close proximity and who may also pose threats, and where enemy combatants may possess unique weaponry (e.g., chemical, biological, nuclear). The dynamic, rapidly changing world and digital information requirements mean that deploying personnel, refitting equipment, “lift-capacity,” and flexibility and adaptability are a necessity (see Essens, Vogelaar, Tanercan, & Winslow, 2001; U.S. Department of Army, 2006; U.S. Department of Defense, 2000; Vogelaar, 2007). Often, an individual leader does not possess the necessary diverse knowledge set to be able to gather information effectively and decide on a course of action in these complex environments. Under these conditions, multiple leaders contributing their unique expertise to planning may increase unit effectiveness and its ability to successfully complete mission objectives.

To increase effectiveness in these contexts, the U.S. Army should look beyond traditional, individual-level leadership approaches and integrate a collective approach to leadership and unit/team dynamics (also see Burke, Stagl, Klien, Goodwin, Salas, & Halpin, 2006; Taylor & Rosenbach, 2005; U.S. Department of Army, 2006). Leadership, at a collective level, draws expertise from multiple sources in a timely fashion to arrive at an effective resolution of unique, rapidly emerging problems. Thus, leadership requires adaptability and collectively pooling information and skills to accomplish missions, and in doing so, leadership becomes a collective or network-based (broadly defined) organization-wide enterprise.

Collective Leadership

The concept of *collective leadership*—leadership which becomes a collective organizational enterprise as opposed to an individual-level, command and control, phenomenon—captures the organization-wide leadership and team- and network-based dynamics required to be successful in situations faced by the U.S. Army (Friedrich, Vessey, Schuelke, Ruark, & Mumford, 2009, 2011; Mumford, 2009). Friedrich et al. (2009, 2011) define collective leadership as, “...a dynamic leadership process in which a defined leader, or set of leaders, selectively utilize skills and expertise within a network, effectively distributing elements of the leadership role as the situation or problem at hand requires” (Friedrich et al., 2009, p. 933). As

such, there is a need for new models and measures of leadership that are multi-level in nature (e.g., Bass, 2008; Dansereau, Alutto, & Yammarino, 1984; Dansereau, Yammarino, & Kohles, 1999; Yammarino, 1996; Yammarino & Dansereau, 2008, 2009; Yammarino, Dionne, Chun, & Dansereau, 2005; Yukl, 2010) and do not rely solely on individual-level leader behavior. In complex environments subject to rapid change, there is reason to suspect that multiple leaders operating in a collective fashion and with team- and network-based approaches are critical to unit performance. Mumford (2009) reviewed the literature and identified 19 relevant theories of collectivistic and/or team-based approaches to leadership. Moreover, Friedrich et al. (2009, 2011) developed a multi-level conceptual framework for understanding collective leadership. This conceptual work serves as the basis of our work, which is summarized in Figure 1, and is the genesis of our measurement approach for collective leadership.

Levels of Analysis

Before detailing the conceptual approach based on Friedrich et al. (2009), a discussion of *levels of analysis* issues and how levels of analysis relate to a measurement system for collective leadership seems useful. Levels of analysis are the entities or objects of interest. Entities are typically arranged in hierarchical order such that higher levels (e.g., organizations) include lower levels (e.g., individuals and groups), and lower levels are embedded in higher levels (e.g., Miller, 1978; Yammarino & Dansereau, 2009). Three key levels of analysis of human beings are relevant for our purposes here. First, individuals (independent human beings) allow for the exploration of individual differences. Second, groups (workgroups and teams) are a collection of individuals who are to some degree interdependent and interact on a face-to-face or “virtual” (non-co-located) basis with one another. Third, collectives are clusters of individuals that are typically larger than groups or teams and whose members are interdependent based on a hierarchical structuring or a set of common or shared expectations. Collectives can include groups of groups, units, networks, and organizations.

Often, research will focus on a single level of analysis (e.g., individual leaders). However, it is also important for research to examine *multiple* levels of analysis. Assuming only one level of analysis or choosing only one level without consideration of other levels can either mask effects or indicate effects when none exist (e.g., Miller, 1978; Yammarino & Dansereau, 2009). Given embeddedness of levels, multiple levels should be considered in combination. There are three general types of multiple-level formulations: level-specific, emergent, and cross-level formulations.

Relationships among constructs may be hypothesized to hold at a lower level (e.g., individual) but not at a higher level (e.g., team). This possibility may be discussed as a discontinuity thesis (Miller, 1978), as level-specific formulations (Dansereau et al., 1984; Miller, 1978; Yammarino & Dansereau, 2009), or empirically as disaggregated, individual, or level-specific effects (e.g., Robinson, 1950). In these cases, the higher level of analysis is not relevant for understanding the theoretical constructs. In contrast, relationships among constructs may not be asserted at a lower level but are hypothesized to manifest themselves at a higher level of analysis. This possibility may also be discussed as a type of discontinuity thesis (Miller, 1978), as emergent formulations that hold at a higher level (e.g., team) after not being asserted or found to hold at a lower level (e.g., individual) (Dansereau et al., 1984; Miller, 1978; Yammarino & Dansereau, 2009). In these

cases, the lower level of analysis is not relevant for understanding the theoretical constructs. Relationships among constructs also may be hypothesized to hold at both higher (e.g., team) and lower (e.g., individual) levels of analysis. This possibility is discussed as a homology thesis (Miller, 1978), empirically as aggregated or ecological effects (Robinson, 1950), and as cross-level explanations (Behling, 1978; Miller, 1978; Dansereau et al., 1984; Yammarino & Dansereau, 2009). Cross-level formulations (theories, propositions, and hypotheses) are statements about relationships among variables that are likely to hold equally well at a number of levels of analysis, and they specify patterns of relationships replicated across levels of analysis. Models of this type are uniquely powerful and parsimonious because the same effect is manifested at more than one level of analysis (e.g., individual- and team-level and/or team- and collective-level effects).

Regarding collective leadership in the Army, many levels of analysis may be relevant: individual leaders, teams of various types, various networks, and other types of collectives (e.g., companies, battalions, and brigades). Moreover, in terms of multiple levels, two types of multiple-level formulations—emergent and cross-level—are plausible and relevant. In particular, emergent formulations demonstrate effects that hold at a higher level (e.g., team) after not being asserted or found to hold at a lower level (e.g., individual). Cross-level formulations demonstrate effects that hold equally well at a number of levels of analysis (e.g., individual, team, organization) and specify effects that replicate across levels of analysis. For our measurement approach, collective leadership begins with a consideration of an individual leader and his/her social networks, but also is emergent at the team and network levels and is cross-level to higher collective (e.g., organization) levels. As such, our research on collective leadership is not focused solely on individuals and instead involves multiple levels of analysis.

Conceptual Model

Collective leadership is a dynamic process in which a focal leader, or set of leaders, selectively utilize skills and expertise within a network, and across levels of analysis and hierarchical levels, effectively distributing elements of the leadership role as the situation or problem at hand requires (Friedrich et al., 2009, 2011). Collective leadership involves more than multiple group members taking on various leadership roles at different times. The critical elements of collective leadership include sharing responsibilities, diffuse leadership behaviors, and role specialization within the broader network.

As collective leadership is emergent and dynamic in nature, Figure 1 provides a snapshot of collective leadership for a single collective involved in a single event, problem, or issue. The four main parts of the figure (also see Friedrich et al., 2009, 2011) are the (1) key collective leadership constructs (i.e., leader skills, leader network, leader-team exchange, communication, problem setting, team performance parameters, team affective climate, and team network), (2) baseline leadership and team processes (i.e., leader structuring and maintenance of group, mission, and team processes), (3) outcomes (i.e., team performance capabilities, immediate outcomes, and long-term outcomes), and (4) the organizational setting and context (e.g., professionalism and expertise of workforce, organizational structure, and work flow).

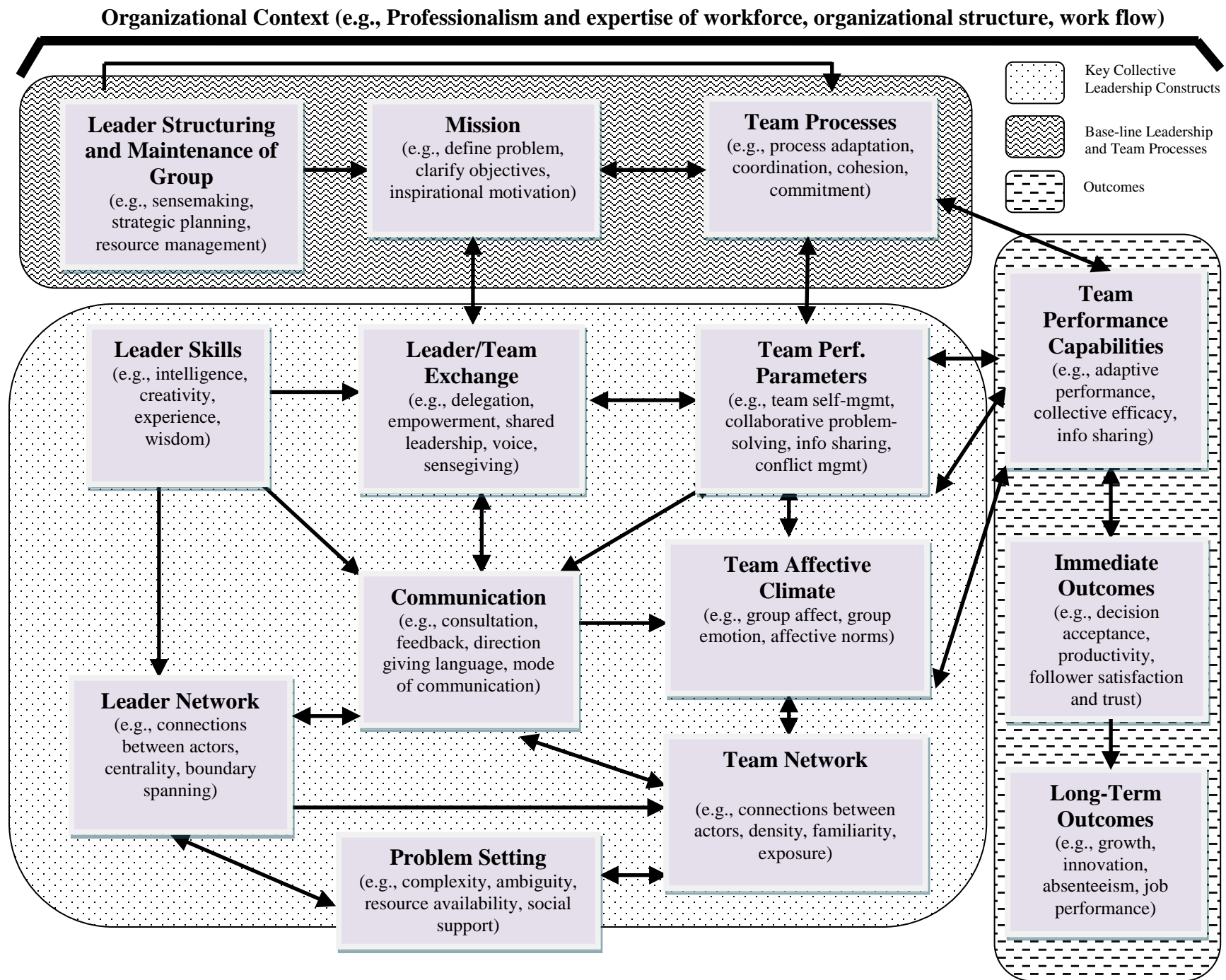


Figure 1. Framework for understanding collective leadership

Overall, Friedrich et al. (2009, 2011) developed 55 propositions regarding the concepts within and among the four main component parts of the model of collective leadership. Thirty-five propositions primarily deal with the key collective leadership constructs, 10 address baseline leadership and team processes, six focus on outcomes, and four address situational factors. Without restating these propositions, it seems useful to review in a general way the key concepts involved and the associations among them.

Baseline leadership and team processes (e.g., leader skills and abilities and leader activities to structure and maintain group, mission, and team processes) are the foundation from which collective leadership emerges and indicate how leadership influences team outcomes. These baseline processes are basic leadership and team concepts that have been thoroughly discussed and researched in the behavioral sciences (see Bass, 2008; Taylor & Rosenbach, 2005; U.S. Department of Army, 2006; Yammarino, 1996; Yammarino & Dansereau, 2009; Yukl, 2010).

Leader personal skills and abilities are associated with how leaders structure and maintain groups and may affect personal and team performance. These skills and abilities impact leaders as they interact with their networks, exchanges between leaders and their teams, and communication between various parties, all of which may influence whether and how collective leadership emerges. The leader's group structuring includes leader strategies and behaviors to enhance task performance and goal attainment. This leads to the mission in which targeted goals or objectives of a leader and group are defined. Mission definition is influenced by the leader's actions to structure the group, open exchange between the leader and the group, and team processes such as coordination, cohesion, and commitment. These processes impact team performance capabilities, team performance, and ultimately immediate- and long-term outcomes.

Key collective leadership constructs emerge from baseline leadership and team processes. Leader-team exchange is the exchange relationship between the leader and team, including behaviors that result in the exchange. These constructs are typically viewed as essential to shared, distributed, or collective leadership involving the leader and members of his/her team. This exchange is influenced by communication, a core construct of collective leadership, and the communication may be influential and persuasive in nature.

Simply put, "communication is the currency of collective leadership" (Friedrich et al., 2009, p. 936). In the communication process, leaders exchange information with their teams, which helps to develop team parameters and affective climate. The aspects of the problem or issue, characteristics of the team, and leader and team perceptions that direct or restrict team performance are the team performance parameters. In turn, these parameters facilitate team capabilities and outcomes, and can be influenced by basic team processes, leader-team exchange, communication within the network, and affective climate. General emotional condition, norms, and regulation capacities of the team are part of the affective climate, which influences communication, conditions within a team, team performance parameters, and team outcomes.

Other elements of the collective leadership framework are the leader and team networks. The leader network is the pattern of interpersonal connections of a focal leader, while the team network is the pattern of interpersonal connections of the focal team members. These two

networks, leader and team, are linked together and both are influenced by communication within the networks. The team network may be impacted by the affective climate and may impact team performance capabilities. Leader and team networks are influenced by the context and serve as an entry point for information from the setting to be transferred to the networks. The context includes any elements of the environment that can influence the process and emergence of collective leadership and the flow of information.

Another component of the framework, the outcomes of collective leadership, includes team performance capabilities, short-term (immediate) outcomes, and long-term outcomes. Team performance capabilities can be thought of as first-level outcomes that determine the extent to which teams can complete tasks. Team capabilities, as initial outcomes of collective leadership, foster or lead to short-term and long-term outcomes, and are impacted by team processes, team performance parameters, team affective climate, and team network.

Lastly, the setting and context within which collective leadership occurs is critical. Numerous elements of the organization (e.g., availability of resources, professionalism of members, standard operating procedures) and the external environment (e.g., constraints and contingencies placed on, or opportunities available to, the organization) can enhance or inhibit the emergence of collective leadership in general and whether teams and networks are able to selectively distribute elements of leadership among multiple individuals in particular.

Overall, collective leadership is the result of numerous processes that may be dynamic in nature and may emerge from multiple pathways and complex causal relationships. The approach described in this report involves the selective use of information and expertise within networks to capture the dynamics and shifting relationships among players involved. Leaders involved could be formal or informal; teams involved may be formal or ad hoc; networks identified could be official (professional) or unofficial (personal or social). In collective leadership, there is meaning in the way information flows through specific patterns of team and network members. It is conceivable that a team, network, or organization could develop their collective leadership capabilities such that the appropriate collective could be assembled rapidly in various situations. In summary, collective leadership—leadership which becomes a collective organizational enterprise, as opposed to an individual-level phenomenon, with communication as a core element and general leadership as a base—captures the organization-wide leadership and multi-level team- and network-based dynamics required to understand effective leadership in organizations.

Collective Leadership Measurement Approach

To develop a measurement system for collective leadership, we assumed that a collective leadership or a multi-level, team- and network-based approach cannot exist without communication as a core concept and general leadership (i.e., the standard leadership knowledge, skills, abilities, and competencies the U.S. Army requires in a leader) as a foundation. From these ideas, along with the work of Mumford (2009) and Friedrich and colleagues (2009, 2011), collective leadership was operationalized to consist of core behaviors that distinguish it from other forms of leadership. These core behaviors or markers of collective leadership led the development of a battery of assessment tools, which are located in Appendices A through F.

The process of developing a new measurement system for collective leadership began with the conceptualization presented in ARI Technical Report 1288 (Friedrich, Vessey, Schuelke, Ruark, & Mumford, 2011). Measuring collective leadership is complicated by multiple types of Army forces that must be coordinated (e.g., Special Forces and Aviation which may practice collective leadership differently from Armor, Infantry, and Artillery), formal multiple levels of analysis (individual leaders, squads, platoons, companies, battalions, and brigades), leader informal networks and team informal networks, and key situational moderators (e.g., complexity of the mission, speed and pace at which events unfold, and chaos). As these elements must be accounted for and assessed, multiple approaches were developed to operationalize collective leadership and lay the foundation for future research efforts for the validation of the collective leadership measurement system.

In particular, assessments of general Army leadership (based on FM 6-22, 2006) and collective leadership were developed, which included focus on teams and networks, as well as communication and various outcomes. General Leadership Markers and Rating Scales, Collective Leadership Markers and Rating Scales, Policy Capturing Scenarios and Ratings, Interview Protocol and Rating Scales, Critical Incident Protocols and Rating Scales, and Surveys and Army Data Collection Workbooks (Form A and Form B) were all developed. The new measures and assessments are included in the appendices.

In the followings sections, we describe how we developed each measure. First, a short summary of the process of choosing the constructs and sub-dimensions of constructs within the Army leadership model is provided. Then, the process for developing behavioral markers of these constructs is discussed. Last, a discussion of the process for reviewing these markers is presented.

General Army Leadership Marker Development

Behavioral leadership markers were chosen as the basis for the measure development process due to both their utility in generating measures of observable phenomena and their utility in breaking larger theoretical models down into constructs and subdimensions. Given the nature of the comparisons that will be made with these measures, between general Army leadership and collective leadership, evaluating the individual constructs and subdimensions of each leadership model is critical. A number of prior research efforts across multiple fields have shown the importance of comparing the individual constructs and dimensions of theoretical models when making comparisons (e.g., Gager & Hohmann-Marriott, 2006; Griffin, Greiner, Stansfeld, & Marmot, 2007; Shanahan & Lomax, 1986). Generating behavioral markers for each set of constructs and their related subdimensions allows for closer analysis of the individual components of the leadership models being compared. Prior research has shown that identifying and using behavioral markers provides a valid basis for developing assessments and training materials related to the behaviors described in the markers (Flin & Martin, 2001; Gordon & Teachman, 2008). The process used for developing both the general Army leadership and collective leadership behavioral markers is adapted from procedures recommended by Gessner, O'Connor, Clifton, Connelly, and Mumford (1993) and Mumford, Costanza, Connelly, and Johnson (1996).

The basis for the general Army leadership markers developed for this effort are the constructs and subdimensions identified and reviewed in the *Army Leadership Field Manual 6-22* for the Leadership Requirements Model (U.S. Army, 2006). The model is divided into attributes and core leader competencies, with each category consisting of constructs and subdimensions. *Leader attributes* is defined as what an Army leader is and include character, presence, and intellectual capacity. A *core leader competency describes what a leader does and include leads, develops, and achieves*. These constructs and subdimensions were previously validated during the development of *FM 6-22* as being relevant and important to leader performance in the Army (Horey et al., 2004). Table 1 presents the Leadership Requirements Model including categories, constructs, and subdimensions.¹

Table 1.

The Army leadership requirements model

Attributes <i>What an Army Leader is</i>	Core Leader Competencies <i>What an Army Leader Does</i>
A Leader of Character <i>Army Values</i> <i>Empathy</i> <i>Warrior Ethos/Service Ethos</i> <i>Discipline</i>	Leads <i>Leads others</i> <i>Extends influence beyond the chain of command</i> <i>Leads by example</i> <i>Communicates</i>
A Leader with Presence <i>Military bearing</i> <i>Physically fit (Fitness)</i> <i>Composed, confident</i> <i>Resilient</i>	Develops <i>Creates a positive environment/Fosters esprit de corps</i> <i>Prepares self</i> <i>Develops others</i> <i>Stewards the profession</i>
A Leader with Intellectual Capacity <i>Mental agility</i> <i>Sound judgment</i> <i>Innovation</i> <i>Interpersonal tact</i> <i>Domain knowledge (Expertise)</i>	Achieves <i>Gets results</i>

After developing behavioral markers of collective leadership, it was determined that developing behavioral markers for the current Army leadership model would benefit the development of the collective leadership model by providing a point of comparison. The goal of developing these behavioral markers was to use them in the construction of critical incident protocols, policy capturing scenarios, and surveys on the frequency of general Army leadership behaviors. Unlike the collective leadership constructs, general Army leadership constructs used in developing markers were not separated into multiple groups because we were unable to

¹ AD RP 6-22 (Department of the Army, 2012) added new subdimensions to several constructs and changed the name for several subdimensions. The changes are bolded in Table 1.

identify a clear distinction between groups of constructs. Thus, the same basic process was used to develop all general Army leadership markers.

The first step in developing Army leadership markers was reading the definition of each construct to understand its role in Army leadership. Then, the relationship of the construct in relation to other related constructs in the model was evaluated. This process allowed consideration of the overall construct while behavioral markers for each of the subdimensions falling under the constructs were developed, which enabled us to ensure that subdimensions and markers reflected the construct they fell under as well as the construct's relationship to other constructs. Once an understanding of the subdimension and its role within both the construct and Army leadership was gained, the process of writing the markers began. Unlike the collective leadership markers, it was not necessary to identify the situations calling for Army leadership due to the assumption made in the general Army leadership model that Army leadership should be practiced at all times and is not situationally bound.

After gaining an understanding of the constructs and subdimensions, three behavioral indicators for each subdimension were written. These markers were written as behaviors performed by either the leader of a unit or members of the unit. First, markers were written to reflect the presence of the subdimension or effective execution of behaviors related to the subdimension. Markers were then written to reflect the absence of the subdimensions or ineffective execution of behaviors related to the subdimensions. Both effective and ineffective markers were written in an effort to allow for more complete coverage of the constructs in the measures being developed. For example, an effective general leadership marker looking at *confidence* is a "unit leader expresses confidence that a task can be accomplished." A marker of ineffective behavior is a "unit leader acts unsure that a task can be accomplished."

Markers were reviewed by three subject matter experts² with regard to a number of factors. First, markers were reviewed and edited with regard to spelling and grammatical issues. They were then checked for their readability for the target audience. In this case the target audience was Army officers. This part of the review focused on removing technical terms or psychological jargon from the markers. The markers were then reviewed and edited for the use of audience appropriate vocabulary, which included changing vocabulary to reflect the military context. Following these checks, the markers were then reviewed with respect to the Army leadership model. Markers were checked for whether they covered the critical components of each subdimension of a construct. Finally, the effective and ineffective markers were reviewed for whether they were an accurate reflection of the effective or ineffective use of general Army leadership. We used this review process in the development of all markers and scenarios. Therefore, we will not include the description when the process was replicated. We will, however, include a description for any review process that is different.

² The subject matter experts (SMEs) possessed either a doctorate degree or were a doctoral candidate in the domain of industrial-organizational psychology. All SMEs possessed extensive research experience in the leadership domain supplemented with applied experience in item/test development and validation.

Collective Leadership Marker Development

The basis for the collective leadership markers developed for this effort are the constructs and subdimensions of the collective leadership conceptual model developed by Mumford (2009) and Friedrich et al. (2009, see Figure 1). These constructs and subdimensions were identified based on a review of literature from the following theoretical areas: Distributed Leadership; Leader Substitutes; Delegation, Participation, and Empowerment; Self-Managing Teams; Shared Leadership; Sensemaking; Intergroup Leadership; Social Skills and Wisdom; Leader Communication; Leader-member Exchange (LMX); Cognitive Resource Theory; Complexity Theory; Top Management Teams; Emergent Leadership; Informal Leadership; Network Theory; Relational Leadership Theory; Team Leadership; Interpersonal Exchange; Project Teams; and Team Collaboration. Review articles, influential leadership articles, and articles relevant to collective leadership for each theoretical area were reviewed for constructs and subdimensions of constructs potentially relevant to collective leadership. If constructs or subdimensions were identified as being potentially important to collective leadership, they were included in Friedrich et al.'s (2009) model with the assumption that they would be evaluated at a later stage for their effects. These constructs and subdimensions were then used to construct the current collective leadership model. In the process of reviewing these constructs and subdimensions, definitions for each were also drawn from the relevant literature.

We developed behavioral markers to validate Friedrich et al.'s (2009) collective leadership framework. The goal of developing these behavioral markers was to construct interview and critical incident protocols, policy capturing scenarios, and general surveys on the frequency of collective leadership behaviors. The constructs in the collective leadership model were separated into three groups for marker development: core-collective leadership, non-collective leadership, and setting/context. Core-collective leadership consists of constructs not traditionally studied with respect to leadership but are likely to influence the performance of collective leadership. Non-collective leadership constructs are constructs such as team processes and leader skills which are more traditional leadership constructs and may affect collective leadership performance. The final group consists of environmental context and organizational setting constructs. Due to their status as external factors that may influence the leadership process, the markers for context and setting were developed separately from the other constructs. The development of the core-collective and non-collective markers is described before discussing the context and setting markers.

The first step in developing the core and non-collective markers was reading the definition of each construct to understand its role in collective leadership. Then, the relationship of the construct in relation to other constructs in the model was evaluated. This process allowed the consideration of the overall construct and development of behavioral markers for each of the subdimensions falling under the constructs. This was to make sure that the subdimensions and markers reflected the construct they fell under as well as the construct's relationship to other constructs. After gaining an understanding of the construct, the definition of the subdimension was read. Once an understanding of the subdimension and its role within both the construct and collective leadership was gained, the situation in which the subdimension is most likely to play a critical role in leader or team performance was identified. This identification was necessary because collective leadership is situationally bound in our model.

While considering the situation, three behavioral indicators of the presence of the subdimension were written. These markers were written as behaviors performed by either the leader of a unit or members of the unit. Markers were written with the situation calling for collective leadership embedded within the marker, with one situation used for each set of markers under a subdimension. First, markers were written to reflect the presence of the subdimension or effective execution of behaviors related to the subdimension. Markers were then written to reflect the absence of the subdimensions or ineffective execution of behaviors related to the subdimensions. Both effective and ineffective markers were written in an effort to allow for more complete coverage of the constructs in the measures being developed (see Appendix A). For example, one subdimension of *Army Values* is Loyalty. The presence of loyalty is marked by (a) unit leader ensures team that (s)he will support them at all times, (b) members are committed to the goals of the Army, and (c) unit leaders are committed to supporting and protecting their team members. The absence of loyalty is marked by whether the (a) unit leader focuses on personal rather than team accomplishments, (b) members are committed to their personal goals, and (c) members are unsure if they can depend on their unit leaders.

Setting and context markers were written in a similar fashion to the core and non-collective markers. First, the definition of each subdimension was read to understand its role in the context of collective leadership. While considering the definition of the subdimension, a set of three situational characteristics were developed which indicated that a particular condition of the setting or context was present. Matching sets of setting and context markers were then written to indicate that the setting or context was not present. This approach was used because setting and context act as situational variables in terms of collective leadership. For instance, a subdimension of *Affective Climate* is Group Affect which occurs during difficult tasks. The presence of group affect is marked when (a) team members discuss frustration when the group is assigned a difficult task, (b) unit leaders consider group feelings when assigning difficult tasks, and (c) team members are encouraged to celebrate after completing difficult tasks. The absence of group affect is marked when (a) team members ignore frustration when the group is assigned a difficult task, (b) team members ignore group feelings when assigning difficult tasks, and (c) unit leaders discourage celebrating after completing difficult tasks.

Collective and General Army Leadership Survey Development

Surveys are the dominant methodology used in leadership research and are often referred to as the “typical” leadership research paradigm (Hunter, Bedell-Avers, & Mumford, 2007). Unlike the other methods discussed and employed thus far, surveys provide a method for collecting detailed information from leaders which can be evaluated quantitatively with little or no interpretation of the responses provided by those completing the survey (Scherbaum, Finilson, Barden, & Tamanini, 2006). The survey method also collects information from each respondent on every subdimension of the general and collective leadership models. In each of the other measurement methods, this information may or may not be included in the responses of those completing the measures. The survey methods employed were adapted from standard texts on survey research methods (e.g., Podsakoff, MacKenzie, Lee, & Podsakoff, 2003; Shadish, Cook, & Campbell, 2002).

The basis for each survey was the behavioral markers previously developed. These behavioral markers were written to capture the constructs presented in the Army leadership model in *FM 6-22* and constructs presented in the collective leadership model. Markers for general Army leadership were used to develop the general Army leadership survey, while markers for collective leadership were used to develop the collective leadership survey. Each survey consists of a seven-point scale ranging from 0 to 6 for rating the frequency of each behavioral marker, as well as the option of responding N/A (not applicable) when the respondent had no opportunity to observe the given marker. Each point on the rating scale has an anchor, with these anchors ranging from the behavior never occurring (0) to the behavior occurring multiple times per day (6).

Within the survey, respondents are presented with a definition of the construct for which the behavioral markers were written. They are then presented with three behavioral markers for each construct. Respondents are asked to rate each behavioral marker on how often they observed the behavior within their own unit. For the general Army leadership survey, respondents are presented with all markers developed based on the model in *FM 6-22*. For the collective leadership surveys, markers were broken into two groups, and surveys were developed based on each group of markers. The first group, referred to as the core collective leadership markers, is made up of constructs from the seven key parts of the collective leadership model critical to collective leadership. These model components are communication, leader skills, leader network, leader-team exchange, team network, affective climate, and team performance parameters. The second group, referred to as the non-core collective leadership markers, is made up of constructs from the collective leadership model not included in the core survey. These model components are leader structuring and maintenance of group, mission, team processes, problem setting, organizational context, team performance capabilities, immediate outcomes, and long-term outcomes. The wording of markers was modified when necessary, with all markers being rephrased to refer to the unit leader or leaders. The surveys are located in Appendices A and B.

Development of Interview and Critical Incident Protocols

The interview protocol regarding collective leadership was developed based on discussions among members of the research team, as well as procedures for interviews in standard research methods texts (e.g., Campion, Palmer, & Campion, 1997; Latham, Saari, Pursell, & Campion, 1980; Motowidlo et al., 1992). The overall purposes of the interviews were to gain an understanding of collective leadership from the perspective of Army personnel, assess the alignment with our view of the concept (see Friedrich et al., 2009), and determine the add-on of collective leadership beyond general Army leadership as outlined in *FM 6-22*. As such, definitions of both general Army leadership and collective leadership were provided, and questions were developed to see if our view of collective leadership made sense to the interviewees, have them provide their own view of collective leadership, and describe events exemplifying examples of both effective and ineffective collective leadership. Probe questions to further enhance understanding and description of these events were also developed. Likewise, assessments of criteria, positive-oriented and negative-oriented, as well as basic background data questions were developed. The interview protocol is presented in Appendix C.

The critical incident protocol was based on procedures for critical incidents in standard research methods texts (e.g., Flanagan, 1954; Lowenberg, 1979). The critical incident technique was chosen because it has been successfully applied in previous leadership research (Bryman, Stephens, & Campo, 1996), provides records of observable behaviors (Flanagan, 1954), and is particularly useful for investigating phenomena for which there is little existing information (DeRuyter, Kasper, & Wetzels, 1995). The overall purposes of investigating the critical incidents were to gain an understanding of collective leadership from the perspective of Army personnel, assess the alignment with our view of collective leadership, and determine the additional value of collective leadership beyond general Army leadership as outlined in *FM 6-22*. Definitions of both general Army leadership and collective leadership were provided to participants, and questions were developed to have participants provide their own view of collective leadership via description of events exemplifying examples of both effective and ineffective collective leadership. Additional questions to further enhance understanding and description of these events were also developed. Although developed initially to gain an understanding of how current Army leaders would define collective leadership, the interview protocol could be a useful scientific method to assess a unit's level of collective leadership. This assessment could be used to evaluate the effectiveness of a training intervention targeting the development of collective leadership behaviors. Also, the methodology could be used to identify a unit exemplifying effective collective leadership behaviors assigned to a mission characterized by high degree of complexity and need for diverse knowledge, skills, and expertise to achieve task objectives.

Assessments of criteria and basic background data questions were developed. All critical incident elements and questions were then vetted with a sample of 13 Army Lieutenants as the respondents and trained graduate students as administrators. Modifications were made to the questions and procedures based on these mock critical incident data gathering sessions and discussions among the research team. Pilot testing of the critical incident protocol resulted in an average time of twenty-five minutes to describe an incident in writing. Like the interview methodology, the critical incident survey can be used to assess a unit's change in collective leadership behaviors following a training intervention. Ideally, the survey would be administered before and after the intervention in order to assess the unit's changes (or lack of) as well as the effectiveness of the intervention. The critical incident survey can be administered to all Soldiers, which will likely enable a more comprehensive assessment of collective leadership behaviors in the unit. The survey is also relatively easy to score, minimizing time and manpower required to complete the assessment process. The critical incident rating scales are located in Appendix D.

Policy Capturing Scenario Development

A policy capturing measure was developed to identify leadership preferences and the thought process behind these preferences. Policy capturing is a scenario-based method that lets researchers determine how individuals arrive at a judgment or decision (Cooksey, 1996). The policy capturing measure developed for this research helps determine how decisions are made regarding preference for leading different units. Those completing the measure are presented with paired scenarios describing units in performance situations and are asked to choose which unit of each pair they would prefer to lead. By manipulating the information presented, the extent to which individuals prefer leading units exhibiting high collective leadership or low collective

leadership can be examined. This approach also allows for the modification of these scenarios to determine which specific pieces of information may sway leadership preferences, and alternative framing questions can be applied to assess other aspects of the unit and leadership (Carroll & Johnson, 1990). The basic policy capturing approach used was adapted from Hammond (1955). Past research has shown the policy capturing approach is reliable and produces high convergent validity³ with established methods of assessing preference (Monahan & Muchinsky, 1985).

The policy capturing scenario packet consists of 18 items. Each item is made up of two scenarios, one describing a unit employing good general leadership and effective collective leadership, the other describing a unit employing good general leadership but ineffective or no collective leadership. These items are further broken into three groups, each group containing scenarios focused on a different unit type. The group breakdown resulted in six scenarios focused on combat units, six scenarios focused on service units, and six scenarios focused on support units. The goal of splitting the unit types was to ensure broad coverage of different units in the Army. Those completing the packet are instructed to read each pair of scenarios and select the unit they would most like to lead, participate in, report to, etc. depending on the framing and lead-in instructions. The order of the scenarios is randomized for effective versus ineffective collective leadership within pairs and unit type between pairs.

Each scenario, regardless of whether the scenario is an example of effective or ineffective collective leadership and regardless of unit type, shares a format with all other scenarios presented in the packet. Each scenario is made up of two paragraphs. The first paragraph describes the leaders of a unit in terms of good Army leadership as it is explained in *FM 6-22*. Terms and specific examples of behavior were drawn from the previously developed general Army leadership behavioral markers. The second paragraph describes the unit in terms of either effective or ineffective collective leadership. Descriptions of specific behaviors were drawn from the collective leadership behavioral markers developed previously. Units exhibiting ineffective collective leadership were described using markers judged by three reviewers as being relatively neutral examples of ineffective collective leadership. These markers are often examples of good leadership in general, but are ineffective behaviors in terms of collective leadership. For example, a leader may require subordinates to routinely provide detailed reports for all tasks – simple and complex – in order to maintain high situation awareness and approve plans of action. While this behavior is prototypical of effective Army leaders, a unit that has adopted collective leadership would allow subordinates to complete less complex tasks without having to report every detail and action to their leader in order to get approval. Units described as exhibiting effective collective leadership were described in terms of the “effective” behavioral markers of collective leadership developed previously. In each scenario the second paragraph focuses on one of the six core collective leadership constructs, those constructs seen as central to the concept of collective leadership. All six core collective constructs were used for each unit type, resulting in three pairs of scenarios, effective and ineffective, for each construct.

The basis for each of the scenarios were existing cases drawn from Army and public sources as well as the behavioral markers previously developed for this effort. These behavioral markers were written to capture the constructs presented in the Army leadership model in *FM 6-*

³ Convergent validity is established when different measures correlate with one another on a specific factor (Loehlin, 1998).

22 and constructs presented in the collective leadership model developed during this research. Each scenario used was based upon a case reported in the Army literature (e.g., *FM 6-22*, *DA-P-600-66-85*) or publicly available reports, most often news reports. Cases were chosen based on how well they served as an example of leadership in a given unit type and were then modified to highlight certain leadership behaviors using the behavioral markers developed previously.

After the scenarios were developed they were reviewed by three subject matter experts with regard to a number of factors. First, they were reviewed and edited with regard to spelling and grammatical issues. They were then checked for their readability for the target audience. In this case, the target audience was Army officers. This part of the review focused on removing technical terms or psychological jargon and reviewing the realism of the scenarios. The scenarios were then reviewed and edited for the use of audience appropriate vocabulary. In this case, this meant changing vocabulary to reflect the effectiveness of general leadership and collective leadership behaviors. Following these checks, the scenarios were checked for completeness, ensuring that all core constructs were present and each unit type was adequately covered. Finally, a pilot group consisting of three graduate psychology students completed the policy capturing measure to assess usability, with an average completion time of forty minutes. The scenarios are presented in Appendix E.

Collective Leadership Workbook Forms A and B Development

The workbook brings together all the measures of collective leadership into an easy to use, administer, and score tool for the U.S. Army. Each workbook contains the demographic information form developed for the critical incident and interview protocols. The definitions and descriptions of both general and collective leadership were also drawn from the critical incident and interview protocols. The final section in each workbook is made up of the core collective leadership survey previously developed as part of this effort. The sections in Form A asking for incidents of general and collective leadership were both developed specifically for the workbook. Likewise, the incident of collective leadership described in Form B was developed for the workbook.

Each form of the workbook was developed with an emphasis on presenting information clearly and defining terms that may be unfamiliar to the target group, Army officers. Workbook Forms A and B each begin with a demographics form. Form A then presents a description of general Army leadership as defined in *FM 6-22*, along with instructions for describing an incident of general Army leadership. This is followed by a description of collective leadership and instructions for describing an incident of collective leadership as well as a number of follow-up probe questions. With Form B, after completing the demographics form, those filling out the workbook are presented with a description of both general Army leadership and collective leadership, followed by an incident of collective leadership they are instructed to read. This incident was based on a case from a biography of General George C. Marshall, with names and unit names changed to avoid biases. In each workbook, the final section is a form of the core collective leadership survey. However, each survey is in a slightly different form. When filling out Form A, those completing the workbook are instructed to complete the survey by rating each behavior for how often it occurred within the unit described in the collective leadership incident they provided. When filling out Form B, those completing the workbook are instructed to

complete the survey by rating each behavior for how often they would expect it to occur in the unit described in the incident of collective leadership. The exercise is intended to increase awareness of collective leaderships behaviors, including antecedents, processes to encourage and maintain these behaviors, and outcomes, which may subsequently result in more collective leadership practices when the context would benefit from the collective input of leaders, formal and informal alike. The workbooks are located in Appendix F.

Proposed Data Analyses Procedures

Data analysis procedures could include the assessment of individual leader, within-level, and within-network effects as well as cross-level and cross-network effects. Because multiple levels of analysis can be identified, the levels of analysis examination of notions of collective leadership would include individual leaders as well as higher levels such as squads, platoons, companies, battalions, and brigades to fully validate the measures and test our ideas. Also included could be an identification and assessment of informal levels and units based on leaders' and teams' networks. Single- and multi-level moderator analyses could also be conducted if the moderator variables and units noted above are measureable and identifiable. Key potential moderators could be units in garrison versus those in the field (e.g., combat and combat support), complexity of the mission, speed and pace at which events unfold, and order/disorder that ensues. Collective leadership may operate very differently in these situations and may involve very different types of leaders, teams, networks, and organizations as well as the differential selection and utilization of differing types of information and expertise. In these ways, a comprehensive multi-level measurement system for collective leadership can be developed and validated and an initial test of the conceptual model of collective leadership can be conducted.

Preliminary Validation Efforts

Preliminary validation of these operationalizations of collective leadership was conducted through informal pilot investigations using a diverse set of participants. The diverse sample consisted of students – regular and enrolled military personnel – at Binghamton University and University of Oklahoma. The primary goal was to assess face and content validation as well as to ensure that all the materials were understandable and useable. Initial validation efforts with Soldiers occurred at Soldier Readiness Processing at Ft. Carson, CO. In addition to the validation goals outlined, we wanted to know whether Soldiers were able to articulate and describe collective leadership as well as be able to distinguish collective leadership from general Army leadership. We conducted interviews with six company command teams – company commander (Captain), XO (First Lieutenant), and NCO (First Sergeant) – and analyzed responses. The transcripts evidenced Soldiers' ability to distinguish collective leadership from general leadership and identified potential antecedents, contexts, and outcomes (positive and negative) that could be associated with collective leadership. In sum, the efforts indicated promise and the potential the measurement approach captured and sufficiently differentiated collective leadership from other approaches.

The next step was to apply the collective leadership behaviors to an Army context. The U.S. Army leader selected for analysis was General George C. Marshall (Vessey, Friedrich, Schuelke, Mumford, Yammarino, & Ruark, in press). The research protocol used a

historiometric methodology to content code events from General Marshall's career. The coded events were analyzed for components of the collective leadership model and their relationship with performance. In this investigation, a group of three raters applied the scales previously developed for rating critical incidents for indicators of general Army leadership and collective leadership to incidents drawn from biographies of General George C. Marshall. Rater training occurred over the course of a month on applying the scales using the same training format developed for use in training raters for rating critical incidents. The rater training consisted of a packet of materials for individuals to work through as well as meetings in which individual questions could be addressed. The critical incidents or events were evaluated to determine not only the presence of collective leadership behaviors, but also whether the behaviors were critical to the task and led to desirable outcomes for the unit. The goal of this training was to ensure that groups of raters were not only accurately rating whether collective leadership behaviors are present and critical, but were also consistent with one another in their evaluations. The intraclass correlation coefficients (ICCs) across the various rating scales were around .65, and subsequent reliabilities after further rater training were about .75, respectively. The results may indicate the scales can be successfully applied to military critical incidents occurring in a variety of contexts and at different levels of leadership. Combined with the rater training instruction, military personnel may be able to apply the scales in an effort to assess the degree to which a unit, or a brigade, engages in collective leadership behaviors. In sum, the results indicated that the collective leadership markers successfully predicted General Marshall's use of collective leadership behaviors. Analyses also provided support for Friedrich et al.'s (2009, 2011) collective leadership model including its structure predicted relationships between components and performance (for more details, see Vessey et al., in press).

Summary and Conclusions

The U.S. Army operates in contexts characterized by ambiguity and complexity. We propose that collective leadership, a collective organizational enterprise that captures the organization-wide leadership and team- and network-based dynamics, could enhance the Army's ability to effectively operate within these contexts (Friedrich et al., 2009; Mumford, 2009). Collective leadership is multi-level (emergent and cross-level) in nature, team- and network-based, built on a general leadership foundation, and has communication as a core element. It includes key collective leadership constructs (i.e., leader skills, leader network, leader-team exchange, communication, problem setting, team performance parameters, team affective climate, and team network), base-line leadership and team processes (i.e., leader structuring and maintenance of group, mission, and team processes), outcomes (i.e., team performance capabilities, immediate outcomes, and long-term outcomes), and the organizational setting and context (e.g., professionalism and expertise of workforce, organizational structure, and work flow). The levels of analysis involved may be both formal in nature, involving individual leaders, various types of teams, and other higher-level units of analysis (i.e., various collectives) as well as informal in composition, involving the leaders' and teams' networks that may or may not overlap with more formal units and levels of analysis. Using this conceptual approach, a multi-level measurement system and set of measurement protocols for collective leadership was developed (see Appendix A). Although no analyses were performed using the markers and policy capturing scenarios, the measures (i.e., collective leadership markers) are intended to allow analysis at multiple levels of leadership (both formal ones and informal networks) and for

key situational moderators (e.g., in garrison vs. deployment contexts) to determine the impact of collective leadership on unit performance operationalized in a variety of ways. The overall goal of this collective leadership measurement and validation process then is to foster enhanced performance, problem solving, mission success, and ultimately training and development of Army personnel and units.

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APPENDIX A

General Leadership Markers

Each section refers to a general leadership construct. The Army Requirements Model from F 6-22 (Department of the Army, 2006) identified key constructs that any leader in the Army should possess and exhibit.

Instructions: Please respond to the following questions about your leader. Answer items by indicating whether or not your leader has demonstrated the behavior presented. The unit of analysis can be at any level: platoon, company, battalion, or brigade. Comparison of scores requires individuals to complete the questionnaire using the same level of analysis (e.g., company level).

You will be indicating the presence of traditional Army leadership within your unit. These are characteristics or behaviors that demonstrate the presence of traditional, hierarchical leadership. When rating these scales, focus solely on the behaviors or characteristics in unit of analysis selected for assessment (e.g., company level). For each subdimension (e.g., Loyalty), it is possible to select more than one indicator that it is “Present” and/or “Not Present”. In some incidences, it is possible to select an item from each column (e.g., one “Present” item and one “Not Present” item).

Scoring: To compute the score for a subdimension, first tally the number of “Present” and “Not Present” items. Next, determine if the item has more “Present” or “Not Present” items. Finally, assign either “Present” or “Not Present” to the subdimension.

The questionnaire provides several scoring options. The overall assessment of general leadership is computed by tallying the scores across all constructs. The assessment can also be scored at the construct level by tallying the subdimensions for each construct and computing an average score. The deepest or most detailed level analysis is to look at each subdimension independently.

General Leadership Construct - *Army Values*

Sub-dimension - <i>Loyalty</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leader ensures team that he will support them at all times. 2 Members are committed to the goals of the Army. 3 Unit leaders are committed to supporting and protecting their team members. 	<ol style="list-style-type: none"> 1 Unit leader focuses on personal rather than team accomplishments. 2 Members are committed to their personal goals. 3 Members are unsure if they can depend on their unit leaders.
Sub-dimension - <i>Duty</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leaders work until a task has been completed. 2 Team members persevere to accomplish difficult goals. 3 Unit leader motivates the team to commit fully to their obligations. 	<ol style="list-style-type: none"> 1 Unit leaders leave tasks uncompleted. 2 Team members become frustrated when goals are difficult to accomplish. 3 Unit leader has difficulty focusing members on objectives.
Sub-dimension - <i>Respect</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leaders respect the rights and opinions of team members. 2 Team members treat one another as they would like to be treated. 3 Team members give unit leaders the respect appropriate for their position. 	<ol style="list-style-type: none"> 1 Unit leaders do not treat individual members fairly. 2 There is frequent conflict and disrespect among team members. 3 Team members are disobedient to their unit leaders.
Sub-dimension - <i>Selfless Service</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leaders consider the needs of their team before their own. 2 Unit leader makes sacrifices for the betterment of the team. 3 Team members are willing to step up and help other members in need. 	<ol style="list-style-type: none"> 1 Unit leaders consider their needs before their team's needs. 2 Unit leader only expects the team members to make sacrifices. 3 Team members feel that they must be self-reliant.
Sub-dimension - <i>Honor</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leader encourages acting in a fair and just way. 2 Unit leaders demonstrate strong morals. 3 Team members uphold respect for their position and one another. 	<ol style="list-style-type: none"> 1 Members believe that the unit leader acts unfairly. 2 Unit leaders have a reputation for immoral behavior. 3 Team members act in a self-serving and corrupt manner.

Sub-dimension - Integrity

Present

- 1 Unit leader demonstrates consistency between his beliefs and actions.
- 2 Unit leaders follow personal principles in their daily lives.
- 3 There are strong team norms of what is right and wrong behavior.

Not Present

- 1 The way the unit leader acts is not consistent with the beliefs that he encourages others to have.
- 2 Unit leaders do not have personal principles guiding their daily activities.
- 3 There are no team norms of what is right or wrong behavior.

Sub-dimension - Personal Courage

Present

- 1 Members persist when facing difficult situations.
- 2 Unit leader remains calm when the unit faces a dangerous situation.
- 3 Unit leaders focus on goals in the face of fear or danger.

Not Present

- 1 Members give up when the situation is too difficult.
- 2 Unit leader becomes frustrated and unfocused when the unit faces a dangerous situation.
- 3 Unit leaders lose sight of the goal in the face of fear or danger.

General Leadership Construct – Character Development

Sub-dimension - Encouraging Character Development

Present

- 1 Unit leaders provide coaching to subordinates on Army beliefs and values.
- 2 Unit leaders regularly state the importance of understanding Army values.
- 3 More experienced team members are encouraged to mentor new team members.

Not Present

- 1 Unit leaders assume subordinates know Army beliefs and values.
- 2 Unit leaders rarely discuss Army values.
- 3 More experienced team members generally do not spend much time with new team members.

Sub-dimension - Supporting Character Development

Present

- 1 Team members have access to materials on Army values and character.
- 2 Unit leaders provide time for team members to work on character development.
- 3 Unit leaders require team members to participate in character development coaching and mentoring.

Not Present

- 1 Team members have difficulty getting access to materials on Army values and character.
- 2 Unit leaders expect team members to engage in character development on their own time.
- 3 Unit leaders leave it up to team members to participate in character development coaching and mentoring.

Sub-dimension - Assessing Character Development

Present

- 1 Unit leaders provide feedback to team members on their character development.
- 2 Unit leaders ask team members questions about Army beliefs and values.
- 3 Team members are clear on the importance of character development to advancement.

Not Present

- 1 Unit leaders rarely discuss character development with team members.
- 2 Unit leaders do not ask team members about Army beliefs and values.
- 3 Team members do not associate character development with advancement.

General Leadership Construct – *Composure*

Sub-dimension - <i>Remains Calm</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leader regulates his emotions when faced with an emotionally demanding situation. 2 Unit leader regulates the emotions of team members when the team is faced with an emotionally demanding situation. 3 Unit leader remains calm when faced with a stressful or unfamiliar situation. 	<ol style="list-style-type: none"> 1 Unit leader does not regulate his emotions during emotionally demanding situations. 2 Unit leader does not monitor the emotions of team members during emotionally demanding situations. 3 Unit leader gets angry or frustrated during emotionally demanding situations.
Sub-dimension - <i>Stays Focused on Goal</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leader stays focused on the team goal when problems arise. 2 Unit leader encourages team member to stay focused on the task at hand when faced with stressful situations. 3 Unit leader persists in the face of stressful situations. 	<ol style="list-style-type: none"> 1 Unit leader becomes distracted when problems arise. 2 Unit leader does not redirect members to the goal following distractions. 3 Unit leader gives up on difficult or stressful tasks.
Sub-dimension - <i>Keeps Team Organized</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leader maintains organization of tasks when faced with disruptions. 2 Unit leader initiates structure under complex or difficult situations. 3 Unit leader reorganizes tasks as the situation requires. 	<ol style="list-style-type: none"> 1 Unit leader becomes disorganized when faced with disruptions. 2 Unit leader does not provide structure for team members during complex or difficult situations. 3 Unit leader does not reorganize tasks if the situation changes.

General Leadership Construct – Confidence

<p>Sub-dimension - <i>Self Confidence</i></p> <p style="text-align: center;"><u>Present</u></p> <ol style="list-style-type: none"> 1 Unit leader expresses certainty in his abilities to accomplish team goals. 2 Unit leader does not question himself when tested by challenging situations. 3 Unit leader encourages members to trust in their own abilities. 	<p style="text-align: center;"><u>Not Present</u></p> <ol style="list-style-type: none"> 1 Unit leader expresses concern that he does not have the ability to accomplish team goals. 2 Unit leader questions his abilities when tested by challenging situations. 3 Unit leader does not build up team members' self-confidence.
<p>Sub-dimension - <i>Confidence in Team</i></p> <p style="text-align: center;"><u>Present</u></p> <ol style="list-style-type: none"> 1 Unit leader expresses his trust that the team can accomplish the goals that they have. 2 Unit leader is confident in distributing responsibilities among team members. 3 The team does not question their capabilities when faced by a challenging situation. 	<p style="text-align: center;"><u>Not Present</u></p> <ol style="list-style-type: none"> 1 Unit leader expresses doubt that the team will be able to accomplish their goals. 2 Unit leader does not trust team members to handle important responsibilities. 3 Team members question their abilities when faced by challenging situations.
<p>Sub-dimension - <i>Task Certainty</i></p> <p style="text-align: center;"><u>Present</u></p> <ol style="list-style-type: none"> 1 Unit leader expresses confidence that a task can be accomplished. 2 Unit leader expresses confidence as a result of his experience with a given task. 3 Unit leader tells team that they have the capabilities needed to accomplish a task. 	<p style="text-align: center;"><u>Not Present</u></p> <ol style="list-style-type: none"> 1 Unit leader acts unsure that that a task can be accomplished. 2 Unit leader is uncertain about how to proceed due to unfamiliarity with problem. 3 Unite leader does not reassure team that they can accomplish the task.
<p>Sub-dimension - <i>Conviction of Purpose</i></p> <p style="text-align: center;"><u>Present</u></p> <ol style="list-style-type: none"> 1 Unit leader demonstrates confidence in the importance of the team's goal. 2 Unit leader expresses conviction that the team's purpose is worthy. 3 Unit leader communicates a vision expressing confidence in the overall goal of the team. 	<p style="text-align: center;"><u>Not Present</u></p> <ol style="list-style-type: none"> 1 Unit leader questions the importance of the team's goal. 2 Unit is uncertain that the team's purpose is a worthy effort 3 Unit leader does not communicate the team's overall purpose.

General Leadership Construct – *Creates Positive Environment*

Sub-dimension - <i>Setting Conditions for Positive Climate</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leaders apply policies equally to all unit members. 2 Unit leaders encourage input and feedback from unit members. 3 Unit leaders help unit members obtain training and education. 	<ol style="list-style-type: none"> 1 Unit leaders apply policies differently to some unit members. 2 Unit leaders are not open to input and feedback from unit members. 3 Unit leaders rarely help unit members obtain training and education.
Sub-dimension - <i>Building Teamwork and Cohesion</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leaders discuss successes in terms of the unit. 2 Unit leaders value hard work regardless of the outcome. 3 Unit leaders emphasize Army values and the mission to subordinates. 	<ol style="list-style-type: none"> 1 Unit leaders discuss successes in terms of individuals. 2 Unit leaders value hard work only when the outcome is positive. 3 Unit leaders emphasize individual accomplishment to subordinates.
Sub-dimension - <i>Encouraging Initiative</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leaders allow unit members to participate in decision making. 2 Unit leaders encourage subordinates with specialized expertise to take the lead in solving problems. 3 Unit leaders reinforce to subordinates the importance of taking the lead when they are able to. 	<ol style="list-style-type: none"> 1 Unit leaders make decisions without unit member input. 2 Unit leaders do not consider unit member expertise when solving problems. 3 Unit leaders discourage subordinates from making decisions or taking action without unit leader input.
Sub-dimension - <i>Demonstrating Care</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leaders listen to issues brought up by subordinates. 2 Unit leaders seek feedback about subordinate needs. 3 Unit leaders show respect to all unit members. 	<ol style="list-style-type: none"> 1 Unit leaders are unconcerned with issues brought up by subordinates. 2 Unit leaders assume they are aware of subordinate needs. 3 Unit leaders show respect to few unit members.

General Leadership Construct – *Develops Others*

Sub-dimension - *Assessing Developmental Needs*

Present

- 1 Unit leaders talk to new unit members at first meeting.
- 2 Unit leaders read new subordinate personnel files in depth.
- 3 Unit leaders watch subordinate performance to see if additional training is necessary.

Not Present

- 1 Unit leaders ignore new unit members at first meeting.
- 2 Unit leaders read new subordinate personnel files quickly.
- 3 Unit leaders rely on standard training schedules to ensure subordinates are well trained.

Sub-dimension - *Developing on the Job*

Present

- 1 Unit leader order more knowledgeable subordinates to help less knowledgeable subordinates on assigned tasks.
- 2 Unit leaders assign tasks that challenge subordinates.
- 3 Unit leaders rotate task assignments to ensure subordinates experience all tasks.

Not Present

- 1 Unit leader ask more knowledgeable subordinates to help less knowledgeable subordinates on assigned tasks.
- 2 Unit leaders assign tasks without regard to difficulty.
- 3 Unit leader assign tasks to the most capable subordinate for the task.

Sub-dimension - *Supporting Personal & Professional Growth*

Present

- 1 Unit leaders encourage subordinates to seek additional training.
- 2 Unit leaders order subordinates to watch out for struggling unit members.
- 3 Unit leaders are willing to discuss personal problems with subordinates.

Not Present

- 1 Unit leaders encourage subordinate to attend only mandatory training.
- 2 Unit leaders are unconcerned with struggling unit members.
- 3 Unit leaders are unwilling to discuss personal problems with subordinates.

Sub-dimension - *Helping People Learn*

Present

- 1 Unit leaders order subordinates to help others struggling to learn.
- 2 Unit leaders plan tasks around training.
- 3 Unit members share information with others in the unit.

Not Present

- 1 Unit leaders are not concerned with the difficulties subordinates may have learning.
- 2 Unit leaders plan training around unit tasks.
- 3 Unit members keep information to themselves.

Sub-dimension - *Counseling*

Present

- 1 Unit leaders help subordinates identify strengths and weaknesses that should be enhanced or resolved, respectively.
- 2 Unit leaders help subordinates identify steps to resolve challenges that they face.
- 3 Unit leaders provide subordinates with regular feedback on their performance.

Not Present

- 1 Unit leader focuses exclusively on strengths or weaknesses when providing team members with feedback.
- 2 Unit leaders point out problems but do not provide guidance in how the problems might be resolved.
- 3 Unit leaders rarely provide team members with feedback on their performance.

Sub-dimension - Coaching	
<u>Present</u>	<u>Not Present</u>
1 Unit leader provides a plan for maintaining or improving a specific skill set.	1 Unit leader does not provide specific steps for maintaining or improving a specific skill set.
2 Unit leader identifies barriers to development or improvement of specific skill sets.	2 Unit leader does not help identify barriers to skill development.
3 Unit leader monitors progress of the team member's skill development.	3 Unit leader does no monitor team members' progress in skill development.
Sub-dimension - Mentoring	
<u>Present</u>	<u>Not Present</u>
1 Unit leader monitors and facilitates professional development of junior leaders or team members.	1 Unit leader does not monitor the professional progress of junior leaders or team members.
2 Unit leader creates an environment of mutual trust and respect to facilitate mentorship relationships.	2 Unit leader does not establish an environment of mutual trust and respect which ultimately inhibits the development of mentoring relationships.
3 Unit members or junior leaders seek insight and feedback from more senior leaders.	3 Unit members or junior leaders do not seek insight or feedback from more senior leaders.
Sub-dimension - Building Team Skills and Processes	
<u>Present</u>	<u>Not Present</u>
1 Unit leader facilitates the introduction and socialization of new members into the team.	1 Unit leader does not monitor the introduction and socialization of new members into the team.
2 Unit leader clarifies group processes, structure, and norms for team members to align their efforts.	2 Unit leader does not clarify group processes, structure, or norms.
3 Unit leader trains and develops team members to sustain progress towards goals.	3 Unit leader does not view training and development of team members as a method for sustaining progress towards goals.

General Leadership Construct – *Domain Knowledge*

Sub-dimension - <i>Tactical Knowledge</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leader has been trained on relevant military tactics. 2 Unit leader has experience using a variety of military tactics. 3 Unit leader understands when specific tactics are appropriate for different goals. 	<ol style="list-style-type: none"> 1 Unit leader has not been trained on relevant military tactics. 2 Unit leader has limited experience with a variety of military tactics. 3 Unit leader uses the same set of tactics regardless of the situation.
Sub-dimension - <i>Technical Knowledge</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leader is familiar with the technology that his unit uses. 2 Unit leader understands the capabilities of his unit's equipment. 3 Unit leader is aware of each unit member's technical expertise. 	<ol style="list-style-type: none"> 1 Unit leader is not familiar with the technology that his unit uses. 2 Unit leader does not understand the capabilities of his unit's equipment. 3 Unit leader is not aware of each unit member's technical expertise.
Sub-dimension - <i>Joint Knowledge</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leader understands purpose of joint organizations. 2 Unit leader understands procedures used by joint organizations. 3 Unit leader understands the role of joint organizations in national defense. 	<ol style="list-style-type: none"> 1 Unit leader does not understand the purpose of joint organizations. 2 Unit leader does not understand the procedures used by joint organizations. 3 Unit leader does not understand the role that joint organizations play in national defense.
Sub-dimension - <i>Cultural and Geopolitical Knowledge</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leader is aware of the cultural differences and sensitivities relevant to a given situation. 2 Unit leader understands implications of geographical differences between environments. 3 Unit leader understands the political differences and sensitivities within an environment. 	<ol style="list-style-type: none"> 1 Unit leader is unaware of the cultural differences and sensitivities relevant to a given situation. 2 Unit leader does not understand the implications of geographical differences between environments. 3 Unit leader does not understand the political differences and sensitivities within an environment.

General Leadership Construct – *Ethics*

Sub-dimension - *Ethical Reasoning*

Present

- 1 Unit leaders get input from multiple team members when considering ethical problems.
- 2 Unit leaders request clarification of unclear orders that could cause ethical problems.
- 3 Team members are encouraged to bring potential ethical problems to unit leaders.

Not Present

- 1 Unit leaders rely on their own perspective when considering ethical problems.
- 2 Unit leaders make assumptions about the meaning of unclear orders that could cause ethical problems.
- 3 Team members are unlikely to bring potential ethical problems to unit leaders.

Sub-dimension - *Ethical Orders*

Present

- 1 Unit leaders make sure they full understand potentially unethical orders before taking action.
- 2 If an order presents a complex legal issue, unit leaders will seek legal counsel before acting on the order.
- 3 Unit leaders make it clear to their team that illegal or unethical orders should not be obeyed.

Not Present

- 1 Unit leaders act based on their interpretation of potentially unethical orders.
- 2 If an order presents a complex legal issue, unit leaders will act on their own understanding of the issue.
- 3 Unit leaders leave it up to their team's judgment whether they follow potentially illegal or unethical orders.

General Leadership Construct – *Gets Results*

<p>Sub-dimension - <i>Providing Direction, Guidance, and Priorities</i></p> <p style="text-align: center;"><u>Present</u></p> <ol style="list-style-type: none"> 1 Unit leaders provide subordinates with both short-term and long-term directions. 2 Unit leaders give frequent feedback on new tasks. 3 Unit leaders clarify subordinate roles when there may be confusion about responsibilities. 	<p style="text-align: center;"><u>Not Present</u></p> <p>Unit leaders focus on providing subordinates with short-term directions.</p> <p>Unit leaders rarely give feedback on new tasks.</p> <p>Unit leaders assume subordinates understand their roles in the unit.</p>
<p>Sub-dimension - <i>Developing and Executing Plans</i></p> <p style="text-align: center;"><u>Present</u></p> <ol style="list-style-type: none"> 1 Unit leaders request feedback from others on potential consequences of a plan. 2 Unit leaders walk through or rehearse all plans with their subordinates. 3 Unit leaders closely monitor critical tasks during plan execution. 	<p style="text-align: center;"><u>Not Present</u></p> <p>Unit leaders are not concerned with potential consequences of a plan.</p> <p>Unit leaders execute plans without rehearsing them with subordinates.</p> <p>Unit leaders evaluate task performance after a plan has been executed.</p>
<p>Sub-dimension - <i>Accomplishing Missions Consistently</i></p> <p style="text-align: center;"><u>Present</u></p> <ol style="list-style-type: none"> 1 Unit leaders spot check equipment, people, resources, and performance. 2 Unit leaders recognize and reward individuals and units in front of superiors. 3 Unit leaders encourage subordinates to bring up new ideas for improving performance. 	<p style="text-align: center;"><u>Not Present</u></p> <p>Unit leaders assess equipment, people, resources, and performance after a problem emerges.</p> <p>Unit leaders recognize and reward individuals and units in private.</p> <p>Unit leaders discourage subordinates from thinking of new ideas to improve performance.</p>

General Leadership Construct – *Innovation*

Sub-dimension - <i>Using Adaptive Approaches</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leaders use and adapt available equipment to solve new problems. 2 Unit leaders adapt existing tactics to deal with new threats. 3 Unit leaders apply solutions they found to past, similar problems to new problems. 	<ol style="list-style-type: none"> 1 Unit leaders request new equipment to solve new problems. 2 Unit leaders use standard tactics to deal with new threats. 3 Unit leaders do not think about new problems in terms of problems they have faced before.
Sub-dimension - <i>Encouraging Innovation</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Team members are encouraged to suggest new solutions to problems to unit leaders. 2 Unit leaders regularly present team members with new tactics and ideas. 3 Unit leaders allow team members to adapt equipment to their needs. 	<ol style="list-style-type: none"> 1 Team members do not believe they can suggest new solutions to problems to unit leaders. 2 Unit leaders only present team members with standard tactics and ideas. 3 Unit leaders do not allow team members to adapt equipment.
Sub-dimension - <i>Using Innovative Approaches</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leaders develop new tactics to address emerging problems. 2 Unit leaders work to accomplish familiar missions in new ways. 3 Unit leaders develop ideas for equipment that could address new problems. 	<ol style="list-style-type: none"> 1 Unit leaders use existing tactics to address emerging problems. 2 Unit leaders work to accomplish familiar missions in standard ways. 3 Unit leaders use standard equipment for addressing new problems.

General Leadership Construct – *Interpersonal Tact*

Sub-dimension - *Recognizing Diversity*

Present

- 1 Unit leaders consult with team members that have specialized skills when solving problems.
- 2 Unit leaders acknowledge the differences and individual contributions of team members.
- 3 Team members believe that unit leaders value their individual strengths.

Not Present

- 1 Unit leaders rarely consult with team members when solving problems.
- 2 Unit leaders ignore the differences and individual contributions of team members.
- 3 Team members believe that unit leaders do not notice their individual strengths.

Sub-dimension - *Self-Control*

Present

- 1 The unit leader rarely loses his temper.
- 2 Unit leaders display an appropriate amount of emotion in front of team members.
- 3 Unit leaders remain calm in highly stressful situations.

Not Present

- 1 The unit leader does not control his temper.
- 2 Unit leaders display inappropriate emotion in front of team members.
- 3 Unit leaders are obviously stressed in highly stressful situations.

Sub-dimension - *Emotional Maturity*

Present

- 1 Unit leaders request feedback from team members.
- 2 Unit leaders are aware of their own strengths and weaknesses.
- 3 Unit leaders spend time trying to improve their understanding of team members.

Not Present

- 1 Unit leaders ignore feedback from team members.
- 2 Unit leaders are unaware of their own strengths and weaknesses.
- 3 Unit leaders do not worry about their understanding of team members.

Sub-dimension - *Balance*

Present

- 1 Unit leaders display attitudes appropriate to the situation.
- 2 Unit leaders are able to read the emotions of team members.
- 3 Unit leaders convey urgent information clearly.

Not Present

- 1 Unit leaders display inappropriate attitudes to the situation.
- 2 Unit leaders are unable to read the emotions of team members.
- 3 Unit leaders are difficult to understand when they convey urgent information.

Sub-dimension - *Stability*

Present

- 1 Unit leaders are calm in dangerous situations.
- 2 Unit leaders are able to control their emotions when fatigued.
- 3 Team members rely on the unit leader to remain calm under pressure.

Not Present

- 1 Unit leaders are obviously worried in dangerous situations.
- 2 Unit leaders are unable to control their emotions when fatigued.
- 3 Team members do not believe the unit leader will remain calm under pressure.

General Leadership Construct – *Leads Others*

<p>Sub-dimension - <i>Compliance</i></p> <p style="text-align: center;"><u>Present</u></p> <ol style="list-style-type: none"> 1 Unit leader gets unit members to conform to unit rules and regulations. 2 Unit leader gains compliance in working towards a specific goal. 3 Unit members conform to the directions given by the unit leader. 	<p style="text-align: center;"><u>Not Present</u></p> <ol style="list-style-type: none"> 1 Unit leader is unable to get unit members to conform to unit rules and regulations. 2 Unit leader is unable to gain compliance in working towards a specific goal. 3 Unit members are unwilling to conform to the directions given by the unit leader.
<p>Sub-dimension - <i>Commitment</i></p> <p style="text-align: center;"><u>Present</u></p> <ol style="list-style-type: none"> 1 Unit members willingly align with the goals of the unit leader. 2 Unit members are dedicated to the overall goals of the military. 3 Unit members are dedicated to the betterment of the unit. 	<p style="text-align: center;"><u>Not Present</u></p> <ol style="list-style-type: none"> 1 Unit members are not personally dedicated to the goals of the unit leader. 2 Unit members are not dedicated to the overall goals of the military. 3 Unit members are not committed to bettering their unit members.
<p>Sub-dimension - <i>Providing Purpose</i></p> <p style="text-align: center;"><u>Present</u></p> <ol style="list-style-type: none"> 1 Unit leader clarifies the goals that the unit must achieve. 2 Unit leader provides direction on how goals can be achieved. 3 Unit leader demonstrates how individual contributions will help achieve unit goals. 	<p style="text-align: center;"><u>Not Present</u></p> <ol style="list-style-type: none"> 1 Unit leader does not clarify the goals of the unit. 2 Unit leader does not provide direction on how to achieve unit goals. 3 Unit leader does not demonstrate how each member's contribution can help achieve the unit goal.
<p>Sub-dimension - <i>Motivation/Inspiration</i></p> <p style="text-align: center;"><u>Present</u></p> <ol style="list-style-type: none"> 1 Unit leader demonstrates how the task at hand will benefit the unit. 2 Unit leader clarifies why accomplishing a task is important. 3 Unit leader demonstrates how the task is tied to the overall mission of the unit. 	<p style="text-align: center;"><u>Not Present</u></p> <ol style="list-style-type: none"> 1 Unit leader does not demonstrate how the task at hand will benefit the unit. 2 Unit leader does not clarify why accomplishing a task is important. 3 Unit leader does not demonstrate how the task is tied to the overall mission of the unit.
<p>Sub-dimension - <i>Enforcing Standards</i></p> <p style="text-align: center;"><u>Present</u></p> <ol style="list-style-type: none"> 1 Unit leader understands the standards imposed by the military. 2 Unit leader communicates expectations about unit members meeting unit and organization standards. 3 Unit leader enforces unit and organization standards. 	<p style="text-align: center;"><u>Not Present</u></p> <ol style="list-style-type: none"> 1 Unit leader does not understand the standards imposed by the military. 2 Unit leader does not communicate expectations about unit members meeting unit and organization standards. 3 Unit leader does not enforce unit and organization standards.

Sub-dimension - *Balancing Mission and Welfare*

Present

- 1** Unit leader has high but reasonable expectations of unit members for achieving unit mission.
- 2** Unit leader monitors welfare of unit members while working towards achieving goals.
- 3** Unit leader holds members to high standards to ensure they are prepared to do their job.

Not Present

- 1** Unit leader sets unreasonably high expectations of unit members for achieving unit mission.
- 2** Unit leader does not monitor the welfare of unit members while working towards achieving goals.
- 3** Unit leader does not demonstrate that high standards ensure that members will be prepared to do their job.

General Leadership Construct – *Military Bearing*

Sub-dimension - *Appropriate Dress*

Present

- 1 Unit leaders dress to military standards regardless of the situation.
- 2 Unit leaders strictly enforce military dress standards.
- 3 Team members always dress to military standards.

Not Present

- 1 Unit leaders dress to military standards only in situations where it is easy to do so.
- 2 Unit leaders are relaxed regarding the enforcement of military dress standards.
- 3 Team members only dress to military standards when explicitly told to do so.

Sub-dimension - *Meeting Physical Requirements*

Present

- 1 Unit leaders maintain their weight at a level at or better than their subordinates.
- 2 Team members are encouraged to stay in the best physical shape they can.
- 3 Unit leaders participate in the same physical exercise as the rest of the unit.

Not Present

- 1 Unit leaders are less concerned with maintaining their weight than the weight of their subordinates.
- 2 Team members' physical shape is rarely discussed by unit leaders.
- 3 Unit leaders oversee but do not participate in the same physical exercise as the rest of the unit.

Sub-dimension - *Courtesy*

Present

- 1 Unit leaders generally listen to civilians and civilian concerns.
- 2 Team members are encouraged to treat others with respect regardless of whether they are in the military or are civilians.
- 3 Unit leaders emphasize the importance of respecting local cultures and beliefs.

Not Present

- 1 Unit leaders generally do not place an emphasis on listening to civilians and civilian concerns.
- 2 Team members are encouraged to treat other military personnel with respect but not to concern themselves with civilians.
- 3 Unit leaders rarely discuss local cultures and beliefs.

General Leadership Construct – *Physically Fit*

Sub-dimension - <i>General Health</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Individual engages in sufficient preventative care (e.g., vaccines, check ups). 2 Individual takes the appropriate time and measures to recover from illness. 3 Individual gets adequate sleep. 	<ol style="list-style-type: none"> 1 Individual does not take preventative steps to remain healthy. 2 Individual does not take time to recover from illness. 3 Individual does not get adequate sleep.
Sub-dimension - <i>Strength</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Individual regularly engages in strength exercises. 2 Individual can move or carry a sufficient amount of equipment. 3 Individual can engage in an action requiring strength for an extended period of time. 	<ol style="list-style-type: none"> 1 Individual does not engage in strength exercises. 2 Individual has difficulty carrying a sufficient amount of equipment. 3 Individual cannot engage in an activity requiring strength for an extended period of time.
Sub-dimension - <i>Endurance</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Individual regularly engages in endurance exercises. 2 Individual can maintain a high level of energy for an extended period of time. 3 Individual can maintain an adequate pace for an extended distance. 	<ol style="list-style-type: none"> 1 Individual does not engage in endurance exercises. 2 Individual is unable to maintain a high level of energy for an extended period of time. 3 Individual cannot maintain an adequate pace for an extended distance.
Sub-dimension - <i>Diet</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Individual consumes a healthy, well-balanced diet. 2 Individual monitors and maintains a healthy weight. 3 Individual engages in regular exercise. 	<ol style="list-style-type: none"> 1 Individual does not maintain a healthy, well-balanced diet. 2 Individual is above or below a healthy weight. 3 Individual does not engage in regular exercise.

General Leadership Construct – *Prepares Self*

Sub-dimension - <i>Prepared for Expected and Unexpected Problems</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leaders request feedback from other unit leaders, subordinates, and superiors. 2 Unit leaders learn the language and culture of the area they are working in. 3 Unit leaders regularly study doctrine, tactics, and procedures. 	<ol style="list-style-type: none"> 1 Unit leaders ignore feedback from other unit leaders, subordinates, and superiors. 2 Unit leaders rarely take time to learn the language and culture of the area they are working in. 3 Unit leaders rarely study doctrine, tactics, and procedures.
Sub-dimension - <i>Expanding Knowledge</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leaders seek out information on tactics from other unit leaders. 2 Unit leaders set aside time to study new information. 3 Unit leaders take time to learn from unit members with specialized expertise. 	<ol style="list-style-type: none"> 1 Unit leaders rely on their own knowledge of tactics. 2 Unit leaders study new information only if required to. 3 Unit leaders rarely consult with unit members with specialized expertise.
Sub-dimension - <i>Developing Self-Awareness</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leaders delegate tasks they are weak on to others with expertise. 2 Unit leaders are aware of their weaknesses and limitations. 3 Unit leaders seek out feedback on others' views of their strengths and weaknesses. 	<ol style="list-style-type: none"> 1 Unit leaders rarely delegate tasks, regardless of their own strengths and weaknesses. 2 Unit leaders are unaware of their weaknesses and limitations. 3 Unit leaders ignore feedback from others' regarding their strengths and weaknesses.

General Leadership Construct – *Agility*

Sub-dimension - <i>Alert</i>	
<u>Present</u>	<u>Not Present</u>
1 Unit leaders continually look for changes in the situation.	1 Unit leaders rarely look for changes in the situation.
2 Team members know teammates are having difficulty without being told.	2 Team members know teammates are having difficulty after being told.
3 Unit leaders notice changes in the situation as soon as they happen.	3 Unit leaders notice changes in the situation after they happen.
Sub-dimension - <i>Fluid</i>	
<u>Present</u>	<u>Not Present</u>
1 Unit leader adjust the plan during missions.	1 Unit leaders stick to the plan during missions.
2 Unit leaders reassign resources when the situation dictates.	2 Unit leaders reassign resources when the plan dictates.
3 Unit leaders reassign tasks when necessary.	3 Unit leaders expect assigned tasks to be completed.
Sub-dimension - <i>Nimble</i>	
<u>Present</u>	<u>Not Present</u>
1 Unit leaders often have backup plans.	1 Unit leaders rarely have backup plans.
2 Unit leaders make quick decisions in rapidly changing situations.	2 Unit leaders dislike making quick decisions in rapidly changing situations.
3 Unit leaders continually attempt to anticipate situational changes.	3 Unit leaders rarely attempt to anticipate situational changes.

General Leadership Construct – *Communicates*

Sub-dimension - <i>Modes of Communication</i>	
<u>Present</u>	<u>Not Present</u>
1 Unit leaders rely on multiple methods to communicate.	1 Unit leaders rely on their favorite method to communicate.
2 Unit leaders listen to subordinate input.	2 Unit leaders ignore subordinate input.
3 Unit leaders use standard communication methods.	3 Unit leaders use atypical communication methods.

Sub-dimension - <i>Communicating Purpose</i>	
<u>Present</u>	<u>Not Present</u>
1 Unit leaders command subordinates as a part of accomplishing goals.	1 Unit leaders command subordinates because they can.
2 Unit leaders provide direction for unclear tasks.	2 Unit leaders do not provide direction for unclear tasks.
3 Unit leaders ask questions to gather information.	3 Unit leaders rely on others to bring them information.

Sub-dimension - <i>Quality of Communication</i>	
<u>Present</u>	<u>Not Present</u>
1 Unit leader answers are clear.	1 Unit leader answers are unclear.
2 Unit leader orders are direct.	2 Unit leader orders are indirect.
3 Unit leader questions are clear.	3 Unit leader questions are unclear.

General Leadership Construct – *Empathy*

Sub-dimension - <i>Concern</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leaders know about team members' personal problems. 2 Team members openly share personal problems with unit leaders. 3 Unit leaders often drop what they are doing to assist others. 	<ol style="list-style-type: none"> 1 Unit leaders are unaware of team members' personal problems. 2 Team members keep personal problems to themselves. 3 Unit leaders often finish what they are doing before assisting others.
Sub-dimension - <i>Emotion</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leaders let team members know how they are feeling. 2 Unit leaders often calm team members in stressful situations. 3 Team members feel comfortable occasionally joking around with each other. 	<ol style="list-style-type: none"> 1 Unit leaders keep their emotions to themselves. 2 Unit leaders often order subordinates to calm down in stressful situations. 3 Team members are unlikely to joke around with each other.
Sub-dimension - <i>Perspective Taking</i>	
<u>Present</u>	<u>Not Present</u>
<ol style="list-style-type: none"> 1 Unit leaders often consider the opinions of others when distributing tasks. 2 Unit leaders request feedback on how others view their decisions. 3 Team members act as though they worry about how unit commanders view them. 	<ol style="list-style-type: none"> 1 Unit leaders distribute tasks based on their own perspective. 2 Unit leaders are unconcerned with how others view their decisions. 3 Team members act as though they do not care how unit commanders view them.

General Leadership Construct – *Extends Influence*

Sub-dimension - <i>Trust</i>	
<u>Present</u>	<u>Not Present</u>
1 Unit members follow their unit leader because of trust.	1 Unit members follow their unit leader because they are required.
2 Unit leaders follow through on promises or agreements.	2 Unit leaders often fail to deliver on promises or agreements.
3 Unit members respect the unit leader.	3 Unit members do not respect the unit leader.

Sub-dimension - <i>Understanding</i>	
<u>Present</u>	<u>Not Present</u>
1 Unit leaders know the informal structure of the unit.	1 Unit leaders know the formal command structure.
2 Unit leaders are aware of individual and group goals.	2 Unit leaders are unaware of individual and group goals.
3 Unit leaders interact with the unit informally to accomplish some goals.	3 Unit leaders use formal communication with the unit to accomplish all goals.

Sub-dimension - <i>Negotiating</i>	
<u>Present</u>	<u>Not Present</u>
1 Unit leaders spend time building consensus.	1 Unit leaders avoid building consensus.
2 Unit leaders often actively participate in resolving conflicts.	2 Unit leaders allow conflicts to work themselves out.
3 Unit leaders control emotion when negotiating.	3 Unit leaders show emotion when negotiating.

General Leadership Construct – *Judgment*

Sub-dimension - *Perception*

Present

- 1 Unit leaders consult others for situational information.
- 2 Unit leaders see problems others cannot.
- 3 Unit leaders consider all other points of view.

Not Present

- 1 Unit leaders rely on their observations for situational information.
- 2 Unit leaders see the problems others can see.
- 3 Unit leaders rarely consider other points of view.

Sub-dimension - *Prudence*

Present

- 1 Unit leaders deliver decisions at the right time and place.
- 2 Commanders consider all available information when making decisions.
- 3 Unit leaders take time to consider the repercussions of their decisions.

Not Present

- 1 Unit leaders deliver decisions as soon as they make them.
- 2 Commanders consider immediately available information when making decisions.
- 3 Unit leaders make decisions without regard for the repercussions.

Sub-dimension - *Shrewd*

Present

- 1 Unit leaders make decisions quickly in pressure situations.
- 2 The results of unit leader decisions are often exceptional.
- 3 Unit leader decisions can be backed up with multiple reasons.

Not Present

- 1 Unit leaders make decisions quickly in non-pressure situations.
- 2 The results of unit leader decisions are usually acceptable.
- 3 Unit leader decisions can be backed up with a reason.

General Leadership Construct – *Leads by Example*

Sub-dimension - *Displaying Character*

Present

- 1 Unit leaders remain confident after a setback.
- 2 Unit leaders always try to display Army values in front of unit members.
- 3 Unit leaders take responsibility for their actions.

Not Present

- 1 Unit leaders are visibly worried after a setback.
- 2 Unit leaders are rarely seen as an example of Army values.
- 3 Unit leaders blame others for their actions.

Sub-dimension - *Demonstrating Competence*

Present

- 1 Unit members believe they should pay attention to the example set by the unit leader.
- 2 Unit leaders instruct subordinates on how to complete tasks when the unit leader has expertise.
- 3 Unit leaders are actively engaged in the mission along with the rest of the unit.

Not Present

- 1 Unit members ignore the example set by the unit leader.
- 2 Unit leaders instruct subordinates on how to complete tasks regardless of unit leader expertise.
- 3 Unit leaders stay out of the action during the mission.

General Leadership Construct – *Resilient*

Sub-dimension - <i>Adaptability</i>	
<u>Present</u>	<u>Not Present</u>
1 The team responds to new problems quickly.	1 The team responds to new problems slowly.
2 Unit leaders often brief team members on backup plans.	2 Unit leaders rarely brief team members on backup plans.
3 Unit leaders commit resources efficiently in rapidly changing situations.	3 Unit leaders commit resources the best they can in rapidly changing situations.
Sub-dimension - <i>Dynamism</i>	
<u>Present</u>	<u>Not Present</u>
1 Team members assume injured team member tasks without prompting.	1 Team members assume injured team members tasks with prompting.
2 Team members accomplish tasks just in time.	2 Team members accomplish tasks one at a time.
3 Unit leaders adjust plans missions.	3 Unit leaders stick to the plan during missions.
Sub-dimension - <i>Rigidity</i>	
<u>Present</u>	<u>Not Present</u>
1 Team members focus on the mission when in stressful situations.	1 Team member focus strays from the mission when in stressful situations.
2 Unit leaders allow organizational values to guide their decisions.	2 Unit leaders allow their personal feelings to guide their decisions.
3 Team members focus on assigned tasks when faced with adversity.	3 Team members focus on present problems when faced with adversity.

General Leadership Construct – *Warrior Ethos*

Sub-dimension - <i>Commitment</i>	
<u>Present</u>	<u>Not Present</u>
1 Team members work hard until a job is finished.	1 Team members work the time they are required to.
2 Unit leaders are willing to take risks that will benefit the team.	2 Unit leaders rarely take risks that could benefit the team.
3 Unit leaders engage in the same operations as the team including dangerous missions.	3 Unit leaders supervise team operations but may not directly participate in them.
Sub-dimension - <i>Attitude</i>	
<u>Present</u>	<u>Not Present</u>
1 Unit leaders are confident in their decisions regardless of risk.	1 Unit leaders often question their decisions, especially when risk is involved.
2 Team members consider their unit leaders driven to achieve missions.	2 Team members do not consider their unit leaders driven to achieve missions.
3 Unit leaders emphasize the importance of fighting for the defense of the US.	3 Unit leaders rarely discuss why it is important to fight.
Sub-dimension - <i>Belief</i>	
<u>Present</u>	<u>Not Present</u>
1 Unit leaders work to ensure combat capabilities.	1 Unit leaders work to build team cohesion.
2 Unit leaders are certain their work in the military is for a greater good.	2 Unit leaders are unsure of whether the military's actions are right.
3 Unit leaders encourage team members to embrace their role as a defender of the American people.	3 Unit leaders talk about being a Soldier as a job or career.

APPENDIX B

Collective Leadership Markers

Instructions: Please respond to the following questions about your leader. Answer items by indicating whether or not your leader was effective at a specific collective leadership behavior. The unit of analysis can be at any level: platoon, company, battalion, or brigade. Comparison of scores requires individuals to complete the questionnaire using the same level of analysis (e.g., company level).

You will be indicating the effectiveness of collective leadership within your unit. When rating these scales, focus solely on the behaviors or characteristics in unit of analysis selected for assessment (e.g., company level). For each subdimension (e.g., Loyalty), it is possible to select more than one indicator, such as “Effective” and/or “Not Effective”. In some incidences, it is possible to select an item from each column (e.g., one “Effective” item and one “Not Effective” item).

Scoring: To compute the score for a subdimension, first tally the number of “Effective” and “Not Effective” items. Next, determine if the item has more “Effective” or “Not Effective” items. Finally, assign either “Effective” or “Not Effective” to the subdimension.

The questionnaire provides several scoring options. The overall assessment of collective leadership is computed by tallying the scores across all constructs. The assessment can also be scored at the construct level by tallying the subdimensions for each construct and computing an average score. The deepest or most detailed level analysis is to look at each subdimension independently.

Collective Leadership Construct - *Affective Climate*

Sub-dimension - <i>Group Affect</i> Event/Situation - <i>Task Difficulty</i>	
<u>Effective</u>	<u>Ineffective</u>
1 Team members discuss frustration when the group is assigned a difficult task.	1 Team members ignore frustration when the group is assigned a difficult task.
2 Unit leaders consider group feelings when assigning difficult tasks.	2 Team members ignore group feelings when assigning difficult tasks.
3 Team members are encouraged to celebrate after completing difficult tasks.	3 Unit leaders discourage celebrating after completing difficult tasks.
Sub-dimension - <i>Regulation of Group Emotion</i> Event/Situation - <i>Combat</i>	
<u>Effective</u>	<u>Ineffective</u>
1 Team members calm each other during stressful combat situations.	1 Team members express their stress to each other in stressful combat situations.
2 Team members address emotions during combat.	2 Team members ignore emotions during combat.
3 Unit leaders address team member fear during combat.	3 Unit leaders ignore team member fear during combat.
Sub-dimension - <i>Affective Norms</i> Event/Situation - <i>Combat</i>	
<u>Effective</u>	<u>Ineffective</u>
1 Unit leaders attempt to actively regulate group feelings during combat.	1 Unit leaders attempt to suppress group feelings during combat.
2 Team members confront issues with other members during times other than combat.	2 Team members confront issues with other members during combat.
3 Team members are encouraged to talk to unit leaders in private about their concerns during combat operations.	3 Team members are encouraged to talk to other team members about their concerns during combat operations.
Sub-dimension - <i>Job Stress</i> Event/Situation - <i>Task Difficulty</i>	
<u>Effective</u>	<u>Ineffective</u>
1 Team members look forward to difficult tasks.	1 Team members are discouraged by difficult tasks.
2 Team members are stressed by difficult tasks.	2 Team members are stressed by simple tasks.
3 Unit leaders are concerned with difficult tasks.	3 Unit leaders are concerned with simple tasks.

Sub-dimension - *Interpersonal Stress*

Event/Situation - *Job Stress*

Effective

- 1 Team members seek each other out after task failure.
- 2 Team members rely on one another to complete tasks during stressful assignments.
- 3 Team members are encouraged to ask each other for help with stressful tasks.

Ineffective

- 1 Team members avoid each other after task failure.
- 2 Team members do not rely on others to complete tasks during stressful assignments.
- 3 Team members avoid asking for help with stressful tasks.

Sub-dimension - *Work-Life Conflict*

Event/Situation - *Deployment*

Effective

- 1 Team members discuss problems at home with other team members while deployed.
- 2 Team members get advice from others about problems caused by deploying.
- 3 Unit leaders give the time and resources needed for team members to stay in contact with people stateside while deployed.

Ineffective

- 1 Team members avoid discussing problems at home when deployed.
- 2 Team members do not get advice from others about problems caused by deploying.
- 3 Unit leaders discourage team members from contacting people stateside while deployed.

Sub-dimension - *Distributive Justice*

Event/Situation - *Punishment/Retribution*

Effective

- 1 Team members feel reprimands are handed down fairly.
- 2 Team members feel undesirable tasks are assigned fairly.
- 3 Team members believe that punishments are based on rules of conduct.

Ineffective

- 1 Team members feel some people get preferential treatment when reprimands are handed down.
- 2 Team members feel undesirable tasks are assigned to those the unit leaders dislike.
- 3 Team members believe that punishments are based on the personal feelings of unit leaders.

Sub-dimension - *Procedural Justice*

Event/Situation - *Action Latency*

Effective

- 1 Team members are comfortable with the way discipline problems are handled when action must be delayed due to combat.
- 2 Unit leaders delay punishments in combat situations.
- 3 Unit leaders hear all sides of a dispute when a decision must be made quickly.

Ineffective

- 1 Team members are uncomfortable with the way discipline problems are handled when action must be delayed due to combat.
- 2 Unit leaders carry out punishments immediately in combat situations.
- 3 Unit leaders rely on what they know about a dispute when a decision must be made quickly.

Sub-dimension - *Informational Justice*

Event/Situation - *Complex Problems*

Effective

- 1 Unit leaders thoroughly explain the reasons for punishment when punishing team members for complex problems.
- 2 Team members try to discuss reasons for being punished after punishment is carried out for complex problems.
- 3 Unit leaders make sure team members understand organizational rules when there are complex issues.

Ineffective

- 1 Unit leaders briefly explain reasons for punishment when punishing team members for complex problems.
- 2 Team members try to forget reasons for being punished after punishment is carried out for complex problems.
- 3 Unit leaders assume team members understand organizational rules when there are complex issues.

Sub-dimension - *Interactional Justice*

Event/Situation - *Punishment of team member*

Effective

- 1 Unit leaders encourage team members to support others after punishment has been carried out.
- 2 Punished team members are treated normally by other team members after punishment.
- 3 Team members support punished team members.

Ineffective

- 1 Unit leaders discourage team members from supporting others after punishment has been carried out.
- 2 Punished team members are ignored by other team members after punishment.
- 3 Team members leave punished team members alone.

Collective Leadership Construct - *Communication*

Sub-dimension - *Direction Giving Language*

Event/Situation - *Ambiguity of problem*

Effective

- 1 Unit leaders provide directions when the problem being worked on is highly ambiguous.
- 2 Team members' roles are well defined when work is ambiguous
- 3 Time is spent giving directions when work is ambiguous

Ineffective

- 1 Unit leaders provide directions when the problem being worked on is unambiguous.
- 2 Team members' roles are well defined when work is unambiguous
- 3 Time is spent giving directions when work is unambiguous

Sub-dimension - *Empathetic Language*

Event/Situation - *Emotionally demanding situation*

Effective

- 1 Unit leaders use empathetic language during emotionally demanding situations
- 2 Team members express emotions during emotionally demanding situations
- 3 Expressing emotion is acceptable during emotionally demanding situations

Ineffective

- 1 Unit leaders do not use empathetic language during emotionally demanding situations
- 2 Team members do not express emotions during emotionally demanding situations
- 3 Expressing emotion is discouraged during emotionally demanding situations

Sub-dimension - *Meaning-Making Language*

Event/Situation - *Time team members have worked together*

Effective

- 1 Team values are made clear when team members have not worked together before
- 2 Unit leaders express team values when team members have not worked together before
- 3 Team objectives are discussed when team members have not worked together before

Ineffective

- 1 Team values are made clear when team members have worked together before
- 2 Unit leaders express team values when team members have worked together before
- 3 Time is spent discussing objectives when team members have worked together before

Sub-dimension - *Consultation*

Event/Situation - *Commander does not have enough information*

Effective

- 1 Unit leader seeks information or opinions from members when he needs information
- 2 Team members provide expertise when unit leader needs information
- 3 Consultation encouraged when unit leader needs information from others

Ineffective

- 1 Unit leader seeks information or opinions from members when he needs information
- 2 Team members provide expertise when unit leaders have required information
- 3 Consultation encouraged at all times

Sub-dimension - Feedback Exchange**Event/Situation - Problem is unfamiliar****Effective**

- 1 Unit leaders provide feedback on solutions when the problem is unfamiliar
- 2 Team members seek feedback when a problem is unfamiliar
- 3 Exchanging feedback is encouraged when problems are unfamiliar

Ineffective

- 1 Unit leaders provide feedback on solutions when problem is familiar
- 2 Team members seek feedback when problem is familiar
- 3 Exchanging feedback is encouraged when problems are familiar

Sub-dimension - Information Sharing**Event/Situation - Knowledge is spread throughout network****Effective**

- 1 Members exchange information when they have different knowledge
- 2 Unit leaders encourage sharing information when members have different knowledge
- 3 Members with different knowledge meet to exchange information

Ineffective

- 1 Members exchange information when they have the same knowledge
- 2 Unit leaders encourage sharing information when members have the same knowledge
- 3 Members with similar knowledge meet to exchange information

Sub-dimension - Mode of Communication**Event/Situation - Team has dispersed network****Effective**

- 1 Team uses multiple forms of communication in a dispersed network
- 2 Team uses virtual communication when members are separated
- 3 Unit leader sends information through network channels when team is dispersed

Ineffective

- 1 Team uses single communication of communication in a dispersed network
- 2 Team uses virtual communication when members are in close vicinity
- 3 Unit leader sends information through network channels when he has direct access to team members

Sub-dimension - Communication Norms**Event/Situation - Team has diverse communication patterns****Effective**

- 1 Unit leader demonstrates communication norms when members communicate differently
- 2 Team members define communication channels when team members communicate differently
- 3 Communication standards are defined when team members communicate differently

Ineffective

- 1 Unit leader demonstrates communication norms when members communicate in the same way
- 2 Team members define communication channels when team members communicate the same way
- 3 Communication standards are defined when team members communicate the same way

Collective Leadership Construct – *Leader Network*

Sub-dimension - <i>Connections between actors</i> Event/Situation - <i>Distributing/accessing information</i>	
<u>Effective</u>	<u>Ineffective</u>
<ol style="list-style-type: none"> 1 The unit leader uses connections between subordinates to access information 2 The unit leader uses connections between subordinates to distribute information about problems 3 The unit leader monitors how information flows through connections between subordinates 	<ol style="list-style-type: none"> 1 The unit leader ignores connections between subordinates when trying to access information 2 The unit leader ignores connections between subordinates when distributing information about problems 3 The unit leader does not monitor how information flows through connections between subordinates
Sub-dimension - <i>Network size</i> Event/Situation - <i>Work design</i>	
<u>Effective</u>	<u>Ineffective</u>
<ol style="list-style-type: none"> 1 The unit leader distributes leadership responsibilities when the team is large 2 The unit leader breaks work into teams when the team is large 3 The unit leader delegates responsibilities when the team is large 	<ol style="list-style-type: none"> 1 The unit leader does not distribute leadership responsibilities when the team is large 2 The unit leader breaks work into teams when the team is small 3 The unit leader delegates responsibilities when the team is small
Sub-dimension - <i>Leader centrality</i> Event/Situation - <i>Control of information</i>	
<u>Effective</u>	<u>Ineffective</u>
<ol style="list-style-type: none"> 1 The unit leader ensures that he is made aware of critical information 2 The unit leader distributes information through team members that are critical to the problem 3 The unit leader gets information from team members that are critical to the problem 	<ol style="list-style-type: none"> 1 The unit leader ensures that he is made aware of all information 2 The unit leader always distributes information through the same individuals 3 The unit leader always seeks out information from the same individuals
Sub-dimension - <i>Dispersion of information</i> Event/Situation - <i>Members have specialized expertise</i>	
<u>Effective</u>	<u>Ineffective</u>
<ol style="list-style-type: none"> 1 The unit leader distributes information to team members who have relevant expertise 2 The unit leader seeks out specific individuals when members have specialized expertise 3 The unit leader monitors the sharing of information among team members 	<ol style="list-style-type: none"> 1 The unit leader distributes all information to every team member 2 The unit leader asks entire team for information when members have specialized expertise 3 The unit leader does not monitor the sharing of information among team members

Sub-dimension - *Leader exposure to network*

Event/Situation - *Dynamic environment (frequent emergent problems)*

Effective

- 1 The unit leader monitors communications among team members when problems are unpredictable
- 2 The unit leader communicates with different people in the team when problems are unpredictable
- 3 The unit leader spends time facilitating interaction in the team when problems are unpredictable

Ineffective

- 1 The unit leader monitors communications among team members when there are few unexpected problems
- 2 The unit leader communicates with different members of the team when there are few unexpected problems
- 3 The unit leader spends time encouraging interaction in the team when there are few unexpected problems

Sub-dimension - *Boundary spanning*

Event/Situation - *Specialization of unit's expertise or information*

Effective

- 1 The unit leader interacts with other units when his unit is specialized or has limited information
- 2 The unit leader spends time coordinating with other units when his unit has a specialized role
- 3 The unit leader spends time communicating with other organizations or people (e.g., citizens) when his unit's expertise is specialized

Ineffective

- 1 The unit leader interacts with other units when his unit has a variety of information
- 2 The unit leader spends time coordinating with other units when his unit is self-contained
- 3 The unit leader spends time communicating with other organizations or people (e.g., citizens) when his unit has the required expertise

Collective Leadership Construct – *Leader Skills*

Sub-dimension - <i>Intelligence</i> Event/Situation - <i>Complexity</i>	
<p style="text-align: center;"><u>Effective</u></p> <ol style="list-style-type: none"> 1 Unit leaders plan to accomplish multiple goals at the same time in complex situations. 2 Unit leaders develop non-standard solutions to new problems. 3 Unit leaders consider all available information when making decisions in complex situations. 	<p style="text-align: center;"><u>Ineffective</u></p> <ol style="list-style-type: none"> 1 Unit leaders plan to accomplish one goal at a time in complex situations. 2 Unit leaders rely on standard solutions when dealing with new problems. 3 Unit leaders consider immediately available information when making decisions in complex situations.
Sub-dimension - <i>Foresight</i> Event/Situation - <i>Novelty</i>	
<p style="text-align: center;"><u>Effective</u></p> <ol style="list-style-type: none"> 1 Unit leaders regularly develop backup plans in novel situations. 2 Unit leaders consider future possibilities when planning in new situations. 3 Unit leaders regularly make time to plan in new situations. 	<p style="text-align: center;"><u>Ineffective</u></p> <ol style="list-style-type: none"> 1 Unit leaders develop backup plans only when the situation calls for it. 2 Unit leaders consider future possibilities when planning in new situations. 3 Unit leaders rarely make time to plan in new situations.
Sub-dimension - <i>Intuition</i> Event/Situation - <i>Specificity</i>	
<p style="text-align: center;"><u>Effective</u></p> <ol style="list-style-type: none"> 1 Unit leaders develop new solutions to specific problems. 2 Unit leaders make decisions quickly in pressured situations. 3 Unit leaders seek general reports of subordinate action for inclusion in their reports. 	<p style="text-align: center;"><u>Ineffective</u></p> <ol style="list-style-type: none"> 1 Unit leaders develop new solutions to general problems. 2 Unit leaders make decisions quickly in non-pressured situations. 3 Unit leaders seek detailed reports of subordinate action for inclusion in their reports.
Sub-dimension - <i>Wisdom</i> Event/Situation - <i>Uncertainty</i>	
<p style="text-align: center;"><u>Effective</u></p> <ol style="list-style-type: none"> 1 Team members seek personal advice from unit leaders in uncertain situations. 2 Team members believe their unit leader has experienced what they are experiencing in uncertain situations. 3 Unit leaders function normally under uncertainty. 	<p style="text-align: center;"><u>Ineffective</u></p> <ol style="list-style-type: none"> 1 Team members often avoid seeking personal advice from unit leaders in uncertain situations. 2 Team members doubt their unit leader has experienced what they are experiencing in uncertain situations. 3 Unit leaders have difficulty functioning under uncertainty.

Sub-dimension - Creativity

Event/Situation - Novelty

Effective

- 1 Unit leaders focus on generating good solutions to new problems.
- 2 Unit leaders generate original solutions to new problems.
- 3 Unit leaders focus on efficiency when generating solutions to new problems.

Ineffective

- 1 Unit leaders focus on generating many solutions to new problems.
- 2 Unit leaders generate original solutions to common problems.
- 3 Unit leaders focus on agreement from the team when generating solutions to new problems.

Sub-dimension - Network Awareness

Event/Situation - Rapidly Changing Situations

Effective

- 1 Unit leaders constantly update their knowledge of team member activities in rapidly changing situations.
- 2 Unit leaders constantly update their knowledge of team member locations in rapidly changing situations.
- 3 Unit leaders constantly seek intelligence updates in rapidly changing situations.

Ineffective

- 1 Unit leaders constantly update their knowledge of team member activities in static situations.
- 2 Unit leaders constantly update their knowledge of team member locations in static situations.
- 3 Unit leaders constantly seek intelligence updates in static situations.

Sub-dimension - Network Accuracy

Event/Situation - Situational Complexity

Effective

- 1 Unit leaders check their understanding of team operations often in complex situations.
- 2 Team members inform their commander of any changes to the team status in complex situations.
- 3 Unit leaders rely on continuous communication for team information in complex situations.

Ineffective

- 1 Unit leaders check their understanding of team operations often in familiar situations.
- 2 Team members inform their commander of any changes to the team status in familiar situations.
- 3 Unit leaders rely on continuous communication for team information in familiar situations.

Sub-dimension - Perspective Taking

Event/Situation - Situational Dynamics

Effective

- 1 Unit leaders consider all points of view in static situations.
- 2 Unit leaders encourage team members to consider other points of view in static situations.
- 3 Unit leaders' plans address as many people's interests as possible in static situations.

Ineffective

- 1 Unit leaders consider all points of view in rapidly changing situations.
- 2 Unit leaders encourage team members to consider other points of view in rapidly changing situations.
- 3 Unit leaders' plans address as many people's interests as possible in rapidly changing situations.

Sub-dimension - Political Skills

Event/Situation - Problem Complexity

Effective

- 1 Unit leaders encourage debate for complex problems.
- 2 Unit leaders delegate many responsibilities for complex problems.
- 3 Unit leaders allow team members to function with minimal supervision simple problems.

Ineffective

- 1 Unit leaders encourage debate for simple problems.
- 2 Unit leaders delegate many responsibilities for simple problems.
- 3 Unit leaders allow team members to function with minimal supervision when solving complex problems.

Sub-dimension - Emotion Regulation

Event/Situation - Combat Stress

Effective

- 1 Unit leaders do not visibly display stress during combat.
- 2 Unit leaders make decisions independent of team member feelings in combat.
- 3 Team members are unable to tell if unit leaders are under stress in combat.

Ineffective

- 1 Unit leaders are visibly stressed during combat.
- 2 Unit leaders' decisions are dependent on team member feelings in combat.
- 3 Team members are able to tell if unit leaders are under stress in combat.

Sub-dimension - Communication

Event/Situation - Time Constraints

Effective

- 1 Unit leaders offer detailed feedback to team members in low time pressure situations.
- 2 Unit leaders regularly repeat information in high time pressure situations.
- 3 Unit leaders demand fully detailed information in low time pressure situations.

Ineffective

- 1 Unit leaders offer detailed feedback to team members in high time pressure situations.
- 2 Unit leaders regularly repeat information in low time pressure situations.
- 3 Unit leaders demand fully detailed information in high time pressure situations.

Sub-dimension - Task Expertise

Event/Situation - Task Complexity

Effective

- 1 Unit leaders defer to team member skills for complex tasks.
- 2 Unit leaders assign multiple team members to work on a complex task.
- 3 Unit leaders ask their officers for advice when faced with complex tasks.

Ineffective

- 1 Unit leaders defer to team member skills for simple tasks.
- 2 Unit leaders assign multiple team members to work on a simple task.
- 3 Unit leaders ask their officers for advice when faced with simple tasks.

Sub-dimension - Leadership Expertise

Event/Situation - Task/Situational Complexity

Effective

- 1 Unit leaders delegate work for complex tasks.
- 2 Unit leaders allow team members to complete parts of complex tasks independently.
- 3 Unit leaders consider past experience when planning complex tasks.

Ineffective

- 1 Unit leaders delegate work for simple tasks.
- 2 Unit leaders closely supervise team members when completing parts of complex tasks.
- 3 Unit leaders consider current problems when planning complex tasks.

Collective Leadership Construct – *Leader Structuring and Maintenance of Group*

Sub-dimension - Sensemaking Event/Situation - Ambiguity	
<p style="text-align: center;"><u>Effective</u></p> <ol style="list-style-type: none"> 1 Unit leaders seek large amounts of tactical and strategic information in ambiguous situations. 2 Unit leaders consult with others in ambiguous situations. 3 Unit leaders spend time building situational awareness in ambiguous situations. 	<p style="text-align: center;"><u>Ineffective</u></p> <ol style="list-style-type: none"> 1 Unit leaders seek large amounts of tactical and strategic information in typical situations. 2 Unit leaders consult with others in typical situations. 3 Unit leaders spend time building situational awareness in typical situations.
Sub-dimension - Task Structuring Event/Situation - Complex Mission	
<p style="text-align: center;"><u>Effective</u></p> <ol style="list-style-type: none"> 1 Extensive training is provided when multiple interdependent tasks must be completed. 2 Backup plans are developed when completing complex missions. 3 Tasks are assigned according to interest in straightforward missions. 	<p style="text-align: center;"><u>Ineffective</u></p> <ol style="list-style-type: none"> 1 Extensive training is provided when simple tasks must be completed. 2 Backup plans are developed when completing simple missions. 3 Tasks are assigned according to interest in complex missions.
Sub-dimension - Strategic Planning Event/Situation - Number of Viable Solutions	
<p style="text-align: center;"><u>Effective</u></p> <ol style="list-style-type: none"> 1 Unit leaders engage in a high degree of strategic planning when multiple problem solutions are viable. 2 Significant time is allotted for strategic planning when multiple problem solutions are viable. 3 Unit leaders assistants are encouraged to engage in strategic planning when multiple problem solutions are viable. 	<p style="text-align: center;"><u>Ineffective</u></p> <ol style="list-style-type: none"> 1 Unit leaders engage in a high degree of strategic planning when few problem solutions are viable. 2 Significant time is allotted for strategic planning when few problem solutions are viable. 3 Unit leaders assistants are encouraged to engage in strategic planning when few problem solutions are viable.
Sub-dimension - Personnel Management Event/Situation - Peace	
<p style="text-align: center;"><u>Effective</u></p> <ol style="list-style-type: none"> 1 Unit leaders focus on selection and development of team members during non-combat operations. 2 Access to personnel is tightly controlled during combat operations. 3 Transfers between teams increase in combat operations. 	<p style="text-align: center;"><u>Ineffective</u></p> <ol style="list-style-type: none"> 1 Unit leaders focus on selection and development of team members during combat operations. 2 Access to personnel is tightly controlled during non-combat operations. 3 Transfers between teams increase in non-combat operations.

Sub-dimension - Resource Management

Event/Situation - Dynamic Operating Environment

Effective

- 1 Resources are distributed according to a strategic plan in a static operating environment.
- 2 Inventory is continuously monitored in a rapidly changing operating environment.
- 3 Supplies are delivered just in time for static operating environments.

Ineffective

- 1 Resources are distributed according to a strategic plan in a rapidly changing operating environment.
- 2 Inventory is continuously monitored in a static operating environment.
- 3 Supplies are delivered just in time for rapidly changing operating environments.

Collective Leadership Construct – *Leader-Team Exchange*

Sub-dimension - <i>Empowerment</i> Event/Situation - <i>Leader has limited contact with team members</i>	
<u>Effective</u>	<u>Ineffective</u>
<ol style="list-style-type: none"> 1 The unit leader allows team members to make decisions when he has limited contact with them. 2 Team members are self-reliant when they have limited contact with the unit leader . 3 The unit leader does not require team members to run decisions past him when he has little contact with them. 	<ol style="list-style-type: none"> 1 The unit leader does not allow team members to make decisions when he has limited contact with them. 2 Team members are reliant on the unit leader's approval when he has limited contact with them. 3 The unit leader requires all decisions to be run past him when he has little contact with them.
Sub-dimension - <i>Delegation</i> Event/Situation - <i>Limited time</i>	
<u>Effective</u>	<u>Ineffective</u>
<ol style="list-style-type: none"> 1 The unit leader seeks help from others when there is limited time to solve a problem. 2 Team members are prepared to take on responsibilities when time is limited 3 The unit leader distributes tasks to those with relevant expertise when time is limited to solve the problem. 	<ol style="list-style-type: none"> 1 The unit leader works alone when there is limited time to solve a problem. 2 Team members do not take on extra responsibility when time is limited to solve a problem. 3 The unit leader distributes tasks equally to everyone in the team when time is limited to solve the problem.
Sub-dimension - <i>Shared Leadership</i> Event/Situation - <i>Leader does not have all skills required</i>	
<u>Effective</u>	<u>Ineffective</u>
<ol style="list-style-type: none"> 1 The unit leader enlists the skills of others in the team when he does not have the skills needed for the problem. 2 Individuals sharing the leadership role have different skills. 3 The unit leader distributes leadership tasks to individuals with the relevant expertise. 	<ol style="list-style-type: none"> 1 The unit leader does not enlist the skills of others in the team when he does not have the skills required. 2 The individuals sharing the leadership role have the same skills. 3 The unit leader distributes leadership tasks without regard to experience among team members.

Sub-dimension - Consultation

Event/Situation - Leader does not have all relevant information

Effective

- 1 The unit leader seeks out information from team members when he does not have all the needed information.
- 2 The unit leader schedules meetings with team members to be briefed on new information.
- 3 Team members provide the unit leader with updates when situations change.

Ineffective

- 1 The unit leader relies on the information he has when solving problems.
- 2 The unit leader relies on individuals to notify him when new information arises.
- 3 Team members do not regularly provide the unit leader with updates when situations change.

Sub-dimension - Implementing and Revising Solutions

Event/Situation - Complex problem

Effective

- 1 The unit leader seeks feedback on solutions to complex problems.
- 2 Group members are encouraged to provide suggestions for improving solutions to complex problems.
- 3 Team members inform the unit leader when there are problems with implementing a solution to a complex problem.

Ineffective

- 1 The unit leader seeks feedback on all decisions.
- 2 Group members are not encouraged to provide suggestions for improving solutions to complex problems.
- 3 Team members do not inform the unit leader when there are problems with implementing a solution to a complex problem.

Sub-dimension - Leader-Member Exchange

Event/Situation - Team is new

Effective

- 1 The unit leader gives new members tasks of increasing difficulty to evaluate their skills.
- 2 The unit leader treats all team members equally in a new team.
- 3 The unit leader seeks out members who can take on more responsibility in a new team.

Ineffective

- 1 The unit leader assigns difficult tasks to new members.
- 2 The unit leader gives some individuals more attention than others in a new team.
- 3 The unit leader distributes responsibilities to all individuals equally in a new team.

Sub-dimension - Trust

Event/Situation - Task is highly interdependent

Effective

- 1 The unit leader encourages members to trust one another when their tasks are related.
- 2 Members are held accountable to one another when their tasks are related.
- 3 Members rely on each other to complete group tasks.

Ineffective

- 1 The unit leader does not discuss trust with the team members when their tasks are related.
- 2 Members are not held accountable to one another when their tasks are related.
- 3 Members do not rely on one another to complete group tasks.

Sub-dimension - *Encourage Contact*

Event/Situation - *Individuals have specialized expertise or information*

Effective

- 1 The unit leader encourages team members to interact with each other when they have specialized knowledge.
- 2 Members discuss problems with other members that have the expertise they need.
- 3 The unit leader meets with committees that have information relevant to a problem when members have specialized knowledge.

Ineffective

- 1 The unit leader encourages team members to interact with each other when they all have similar knowledge.
- 2 Members rely on the information that they have rather than others with more expertise when solving problems.
- 3 The unit leader meets with members individually to gather information when members have specialized knowledge.

Sub-dimension - *Expectations for Collaboration*

Event/Situation - *New team members*

Effective

- 1 The unit leader explicitly encourages new team members to collaborate.
- 2 Existing team members collaborate with new team members.
- 3 The unit leader sets an example by collaborating with team members when there are new team members.

Ineffective

- 1 The unit leader does not explicitly encourage new team members to collaborate.
- 2 Existing team members only collaborate with each other rather than new team members.
- 3 The unit leader does not collaborate with team members when there are new team members.

Sub-dimension - *Voice*

Event/Situation - *Task is stressful or demanding*

Effective

- 1 The unit leader requests team member opinions during difficult situations.
- 2 Members express concerns when situations are difficult.
- 3 Team members are encouraged to expressing concerns if problems arise during a difficult task.

Ineffective

- 1 The unit leader requests opinions from team members at all times.
- 2 Members express their opinions in all situations.
- 3 Team members are restricted in how they can express their concerns during a difficult task.

Sub-dimension - *Sensegiving*

Event/Situation - *Team members more exposed to the problem than the leader*

Effective

- 1 Members exposed to the problem relay information to the unit leader .
- 2 The unit leader communicates with team members to locate problems when they have more exposure to problems.
- 3 Team members brief the unit leader on problems relevant to their expertise.

Ineffective

- 1 Members do not communicate information to the unit leader when they have more exposure to a problem.
- 2 The unit leader assesses problems through his own experience when team members have more exposure to problems.
- 3 Team members brief the unit leader on all of the problems they encounter, regardless of expertise.

Collective Leadership Construct – *Long-term Outcomes*

Sub-dimension - *Growth*

Event/Situation - *Long-term combat operations*

Effective

- 1** Unit leaders bring in new personnel to meet needs during long-term combat operations.
- 2** Team members are rotated periodically to fulfill career development needs during long-term combat operations.
- 3** During long-term combat operations the organization develops skills necessary to address future operations.

Ineffective

- 1** Unit leaders must work with available personnel to meet needs during long-term combat operations.
- 2** Team members are not rotated regularly to fulfill career development needs during long-term combat operations.
- 3** During long-term combat operations the organization focuses on developing skills necessary to address only the current operation.

Sub-dimension - *Survival*

Event/Situation - *Multiple organizational setbacks/failures*

Effective

- 1** Resource and personnel levels remain unchanged after multiple failures or setbacks.
- 2** Unit leaders are able to distribute staff and resources based on tactical needs following failures or setbacks.
- 3** Team members are committed to the mission following failures or setbacks.

Ineffective

- 1** Resource and personnel levels are reduced after multiple failures or setbacks.
- 2** Unit leaders have difficulty distributing staff and resources based on tactical needs following failures or setbacks.
- 3** Team members question the mission following failures or setbacks.

Sub-dimension - *Innovation*

Event/Situation - *New threats*

Effective

- 1** Unit leaders develop new tactics for addressing new threats.
- 2** The team has access to new equipment to address problems posed by new threats.
- 3** Unit leaders consult with team members on their need for new equipment to address problems posed by new threats.

Ineffective

- 1** Unit leaders rely on standard tactics for addressing new threats.
- 2** The team uses the same equipment used to address prior threats to address problems posed by new threats.
- 3** Unit leaders decide on the need for new equipment to address problems posed by new threats.

Sub-dimension - *Adaptability*

Event/Situation - *Rapidly changing situation*

Effective

- 1 Unit leaders change tactics and team structure to meet rapidly changing situations.
- 2 The team quickly makes decisions on possible actions in rapidly changing environments.
- 3 Resources and personnel are quickly shifted to meet needs in rapidly changing environments.

Ineffective

- 1 Unit leaders use standard tactics and team structure to meet rapidly changing situations.
- 2 The team must consult with unit leaders on all actions in rapidly changing environments.
- 3 Resources and personnel are difficult to move in rapidly changing environments.

Sub-dimension - *Organizational Culture*

Event/Situation - *Change in leadership*

Effective

- 1 Current operations are relatively unaffected by changes in leadership.
- 2 Communication between unit leaders and teams remains stable during changes in leadership.
- 3 Team members communicate the same values and mission to new team members during changes in leadership.

Ineffective

- 1 Current operations are disrupted by changes in leadership.
- 2 Communication between unit leaders and teams remains is more difficult during changes in leadership.
- 3 Team members are unsure of what values and mission to communicate to new team members during changes in leadership.

Collective Leadership Construct – *Mission*

Sub-dimension - *Define Problem*

Event/Situation - *Ambiguous mission*

Effective

- 1 Unit leaders explicitly define problems that may be faced when the mission is unclear.
- 2 Unit leaders request feedback from the team on what they may be confused about when the mission is unclear.
- 3 Team members are assigned to work on specific parts of problems when the mission is unclear.

Ineffective

- 1 Unit leaders explicitly define problems that may be faced when the mission is clear.
- 2 Unit leaders request feedback from the team on what they may be confused about when the mission is clear.
- 3 Team members are assigned to work on specific parts of problems when the mission is clear.

Sub-dimension - *Prioritize Goals*

Event/Situation - *Number of concurrent goals*

Effective

- 1 Unit leaders tell the team which goals are most important when there are multiple goals.
- 2 The most experienced team members are assigned exclusively to high priority goals when there are multiple goals.
- 3 Unit leaders provide input on only a few parts of the mission when there are multiple goals.

Ineffective

- 1 Unit leaders tell the team which goals are most important when there are few goals.
- 2 The most experienced team members are assigned exclusively to high priority goals when there are few goals.
- 3 Unit leaders provide input on only a few parts of the mission when there are few goals.

Sub-dimension – *Elaborate Strategies*

Event/Situation - *Complex mission*

Effective

- 1 Unit leaders lay out the specific strategies team members will need to use when the mission is complex.
- 2 Team members receive specific instructions on each aspect of their assignments when the mission is complex.
- 3 Team members to coach one another on how to complete goals when the mission is complex.

Ineffective

- 1 Unit leaders lay out the specific strategies team members will need to use when the mission is simple.
- 2 Team members receive specific instructions on each aspect of their assignments when the mission is simple.
- 3 Team members to coach one another on how to complete goals when the mission is simple.

Sub-dimension - Clarify Ultimate Objectives

Event/Situation - Mission is long term

Effective

- 1 Unit leaders regularly remind their team of ultimate objectives when the mission is long-term.
- 2 The team's assignments are all explained in terms of ultimate objectives when the missions is long-term.
- 3 Unit leaders request regularly updates on progress toward ultimate objectives when the mission is long-term

Ineffective

- 1 Unit leaders regularly remind their team of ultimate objectives when the mission is short-term.
- 2 The team's assignments are all explained in terms of ultimate objectives when the missions is short-term.
- 3 Unit leaders request regularly updates on progress toward ultimate objectives when the mission is short-term

Sub-dimension - Reiterate Team Values

Event/Situation - New team members

Effective

- 1 Unit leaders reiterate team values when new members are added.
- 2 Team members emphasize the importance of team values when new members are added.
- 3 Missions are discussed in terms of their relation to team values when new members are added.

Ineffective

- 1 Unit leaders reiterate team values when team membership is stable.
- 2 Team members emphasize the importance of team values when membership is stable.
- 3 Missions are discussed in terms of their relation to team values when membership is stable.

Sub-dimension - Creating a Shared Purpose

Event/Situation - Assignments are dissimilar

Effective

- 1 Unit leaders explain how all team members are contributing to the overall mission when assignments are dissimilar.
- 2 Unit leaders encourage groups to update one another on progress toward the overall mission when assignments are dissimilar.
- 3 Unit leaders explicitly state the overall mission to the team when assignments are dissimilar.

Ineffective

- 1 Unit leaders explain how all team members are contributing to the overall mission when assignments are similar.
- 2 Unit leaders encourage groups to update one another on progress toward the overall mission when assignments are similar.
- 3 Unit leaders explicitly state the overall mission to the team when assignments are diverse.

Sub-dimension - Inspirational Motivation

Event/Situation - The team is facing setbacks

Effective

- 1 Unit leaders give motivational speeches when the team is facing setbacks.
- 2 Team members are encouraged to rally one another when the team is facing setbacks.
- 3 Unit leaders discourage the expression of negative feelings when the team is facing setbacks.

Ineffective

- 1 Unit leaders give motivational speeches when operations are running smoothly.
- 2 Team members are encouraged to rally one another when operations are running smoothly.
- 3 Unit leaders discourage the expression of negative feelings when operations are running smoothly.

Sub-dimension - *Idealized Influence*

Event/Situation - *New operational procedures*

Effective

- 1** Unit leaders are held up as examples of how to behave when there are new operational procedures.
- 2** Unit leaders actively display appropriate behaviors when there are new operational procedures.
- 3** Team members encourage one another to go to unit leaders for guidance on new operational procedures.

Ineffective

- 1** Unit leaders are held up as examples of how to behave when operational procedures are familiar.
- 2** Unit leaders actively display appropriate behaviors when operational procedures are familiar.
- 3** Team members encourage one another to go to unit leaders for guidance on familiar operational procedures.

Collective Leadership Construct – *Organizational Context*

Sub-dimension - <i>Leadership Skill Among Workforce</i>	
<u>Situation Present</u>	<u>Situation Not Present</u>
<ol style="list-style-type: none"> 1 Members are regularly given opportunities to take on leadership roles. 2 All members undergo leadership training or development activities. 3 Organization recruits individuals willing to take on leadership responsibility. 	<ol style="list-style-type: none"> 1 Only formal leaders are given leadership responsibility. 2 Only select members undergo leadership training or development activities. 3 Organization does not recruit individuals willing to take on leadership responsibilities.
Sub-dimension - <i>Available Expertise</i>	
<u>Situation Present</u>	<u>Situation Not Present</u>
<ol style="list-style-type: none"> 1 Organization has extensive training and development system. 2 Organization recruits members with a variety of relevant expertise. 3 Organization is structured to facilitate sharing of expertise. 	<ol style="list-style-type: none"> 1 Organization engages in limited training and development. 2 Organization does not recruit members with a variety of relevant expertise. 3 Structure of organization limits sharing of expertise.
Sub-dimension - <i>Rigid Hierarchy</i>	
<u>Situation Present</u>	<u>Situation Not Present</u>
<ol style="list-style-type: none"> 1 Hierarchy in organization gives members opportunity to develop leadership skills. 2 Organization hierarchy can be adapted as needed. 3 Leadership is not dependent on position in the organizational hierarchy. 	<ol style="list-style-type: none"> 1 Hierarchy in organization gives control to a limited number of members. 2 Organization hierarchy is rigid and cannot be adapted. 3 Leadership is determined by position in the organizational hierarchy.
Sub-dimension - <i>Collective Work Flow</i>	
<u>Situation Present</u>	<u>Situation Not Present</u>
<ol style="list-style-type: none"> 1 Majority of work is conducted in project teams. 2 Tasks of team members are interdependent. 3 Flow of information is not restricted within the work team. 	<ol style="list-style-type: none"> 1 Majority of work is conducted independently. 2 Team members' tasks can be accomplished without the help of others. 3 Flow of information follows a structured path in the team (e.g., from the leader to the members).
Sub-dimension - <i>Decentralization</i>	
<u>Situation Present</u>	<u>Situation Not Present</u>
<ol style="list-style-type: none"> 1 Members are given control of their work. 2 Work teams can take autonomous action. 3 Organization hierarchy has multiple chains of command. 	<ol style="list-style-type: none"> 1 Control lies with a select few individuals. 2 Work teams must seek approval from higher authority. 3 Organization hierarchy has one central chain of command.

Sub-dimension - Values Collaboration

Situation Present

- 1 Organization leaders discuss the importance of members collaborating with one another.
- 2 Members are rewarded for collaborating on problem solutions.
- 3 Organization values problem solutions that multiple members have contributed to.

Situation Not Present

- 1 Organization leaders do not discuss the importance of members collaborating with one another.
- 2 Members are no encouraged to collaborate with one another.
- 3 Organization does not explicitly seek problem solutions with multiple contributors.

Sub-dimension - Values Information Sharing

Situation Present

- 1 Organization structure facilitates distribution of information.
- 2 Organization encourages socializing and communication among members.
- 3 Members have access to multiple forms of communication.

Situation Not Present

- 1 Organization structure restricts flow of information.
- 2 Organization restricts communication among members.
- 3 Members have limited communication with one another.

Sub-dimension - Promotes Idea That Power Can Be Shared

Situation Present

- 1 High level leaders show how the leadership role can be shared.
- 2 Middle and low level leaders are encouraged to delegate responsibilities.
- 3 Members are rewarded for taking on leadership responsibilities when they have relevant expertise.

Situation Not Present

- 1 High level leaders do not show how the leadership role can be shared.
- 2 Middle and low level leaders are not encouraged to delegate responsibilities.
- 3 Members are encouraged to rely on formal leaders for direction.

Sub-dimension - Professionalism

Situation Present

- 1 Team members use approved lines of communication.
- 2 Team members show respect to lower ranking team members.
- 3 Team members follow and enforce standard operating procedures within the team.

Situation Not Present

- 1 Team members go outside of accepted lines of communication.
- 2 Team members disrespect lower ranking team members.
- 3 Team members complain about, or try to find ways around, standard operating procedures.

Sub-dimension - Integrity

Situation Present

- 1 Team members accept blame for mistakes.
- 2 Unit leaders order team members to do tasks they would do themselves.
- 3 Team members prefer the whole team get credit for team accomplishments.

Situation Not Present

- 1 Team members deflect blame for mistakes.
- 2 Unit leaders order team members to do tasks the leader would never do.
- 3 Team members seek credit for team accomplishments.

Collective Leadership Construct – *Setting*

Sub-dimension - *Choice Optimization*

Situation Present

- 1 The team discusses alternative solutions that might prove effective in solving problems.
- 2 Unit leaders have multiple solutions available and discuss with team members the best potential solution.
- 3 Team members identify the best action to solve problems.

Situation Not Present

- 1 The team does not discuss alternative solutions that might prove effective in solving problems.
- 2 Unit leaders have multiple solutions available and decide on the best potential solution.
- 3 Team members identify the quickest way to solve problems.

Sub-dimension - *Complexity and Ambiguity*

Situation Present

- 1 The details of a situation the team is in and problems they are facing are difficult to understand.
- 2 Teams must consult with other teams and unit leaders in order to solve a problem.
- 3 To effectively solve a problem, thorough planning needs to be done before taking action.

Situation Not Present

- 1 The details of a situation the team is in and problems they are facing are easy to understand.
- 2 Teams are able to solve the problems they face on their own.
- 3 Problems can be solved immediately with little planning needed.

Sub-dimension - *Novelty*

Situation Present

- 1 Team members have no experience with the situation they are in and problems they are facing.
- 2 Unit leaders must come up with new tactics to solve a problem.
- 3 Unit leaders need to consult with others outside the team for more information on a problem.

Situation Not Present

- 1 Team members have experience with the situation they are in and problems they are facing.
- 2 Unit leaders are able to use standard tactics to solve a problem.
- 3 The team is able to solve the problem using their existing knowledge and experience.

Sub-dimension - *Resource Availability*

Situation Present

- 1 The team must repair and re-use equipment for short periods before getting new supplies.
- 2 Team members report potential problems with equipment or supplies.
- 3 Unit leaders receive new equipment quickly to deal with emerging problems.

Situation Not Present

- 1 The team must repair and re-use equipment for long periods before getting new supplies.
- 2 Team members do not report potential problems with equipment or supplies.
- 3 Unit leaders must often improvise with the equipment that they have on hand to deal with emerging problems.

<p>Sub-dimension - <i>Lack of Social/Structural Support</i></p> <p><u>Situation Present</u></p> <ol style="list-style-type: none"> 1 Team members feel they must rely on themselves to solve problems. 2 Unit leaders are unlikely to listen to team members' concerns. 3 Team members do not believe that they will be treated fairly by the organization and others on the team. 	<p><u>Situation Not Present</u></p> <ol style="list-style-type: none"> 1 Team members regularly go to others to help them solve problems. 2 Unit leaders encourage team members to voice their concerns. 3 Team members believe that they will be treated fairly by the organization and others on the team.
<p>Sub-dimension - <i>Social or Structural Support within the Team</i></p> <p><u>Situation Present</u></p> <ol style="list-style-type: none"> 1 Team members congratulate each other after receiving citations. 2 Team members point out potential problems to other team members in order for them to succeed. 3 Team members seek help with difficult tasks from other team members. 	<p><u>Situation Not Present</u></p> <ol style="list-style-type: none"> 1 Team members ignore other team member's citations. 2 Team members allow other team members to fail at tasks. 3 Team members attempt to perform difficult tasks without help.
<p>Sub-dimension - <i>Team Workload</i></p> <p><u>Situation Present</u></p> <ol style="list-style-type: none"> 1 Team members spend a majority of their time working on assigned tasks. 2 The team is widely known for its accomplishments. 3 Team members often complain about too much to do. 	<p><u>Situation Not Present</u></p> <ol style="list-style-type: none"> 1 Team members spend a majority of their time in training. 2 The team is relatively unknown for its accomplishments. 3 Team members often complain about not enough to do.
<p>Sub-dimension - <i>Team Expertise</i></p> <p><u>Situation Present</u></p> <ol style="list-style-type: none"> 1 Team members have experience with the task at hand. 2 Unit leaders rely on team member knowledge when making decisions. 3 The team is often called on to help with very specific problems. 	<p><u>Situation Not Present</u></p> <ol style="list-style-type: none"> 1 Team members lack experience with the task at hand. 2 Unit leaders relay their own knowledge when making decisions. 3 The team is often called on to help with a wide range of problems.
<p>Sub-dimension - <i>Communication between Members</i></p> <p><u>Situation Present</u></p> <ol style="list-style-type: none"> 1 Team members often ask each other for help. 2 Unit leaders spend much of their time talking to subordinates. 3 Team members often know information because a team member told them. 	<p><u>Situation Not Present</u></p> <ol style="list-style-type: none"> 1 Team members find it difficult to ask each other for help. 2 Unit leaders rarely talk to their subordinates. 3 Team members often know information because they learned it in training.

Collective Leadership Construct – *Short-term Outcomes*

Sub-dimension - Problem Solved Event/Situation - Problem requires specialized knowledge	
<u>Effective</u>	<u>Ineffective</u>
<ol style="list-style-type: none"> 1 Unit leaders ask expert team members for their insights to solve problems. 2 Unit leaders defer to knowledgeable team members to solve problems. 3 Team members freely suggest solutions to problems when they have relevant experience. 	<ol style="list-style-type: none"> 1 Unit leaders rely on their own expertise to solve problems. 2 Unit leaders rely on their own knowledge to solve problems. 3 Team members keep potential solutions to themselves when they have relevant experience.
Sub-dimension - Solution Creativity Event/Situation - Problem complexity	
<u>Effective</u>	<u>Ineffective</u>
<ol style="list-style-type: none"> 1 Unit leaders defer to knowledgeable team members to develop creative solutions to complex problems. 2 Unit leaders make time to develop creative solutions for complex problems. 3 Standard approaches are used to solve simple problems. 	<ol style="list-style-type: none"> 1 Unit leaders rely on their own knowledge to develop creative solutions to complex problems. 2 Unit leaders demand creative solutions quickly for complex problems. 3 Creative solutions are used to solve simple problems.
Sub-dimension - Solution Quality Event/Situation - Criticality to mission	
<u>Effective</u>	<u>Ineffective</u>
<ol style="list-style-type: none"> 1 Problems critical to mission success are given priority over other problems. 2 Solutions to mission critical problems are developed after extensive planning. 3 Solutions to mission critical problems are often the result of unit leaders consulting with team members. 	<ol style="list-style-type: none"> 1 Equal time and resources are devoted to all problems. 2 Solutions to mission critical problems are developed quickly. 3 Solutions to mission critical problems are often the result of unit leaders solving the problem.
Sub-dimension - Efficiency Event/Situation - Distractions	
<u>Effective</u>	<u>Ineffective</u>
<ol style="list-style-type: none"> 1 Team members focus on one problem at a time in complex situations. 2 Team members focus on the job at hand when completing simple tasks. 3 Team members finish tasks quickly in complex situations. 	<ol style="list-style-type: none"> 1 Team members multitask in complex situations. 2 Team members hold conversations when completing simple tasks. 3 Team members take their time when finishing tasks in complex situations.

Sub-dimension - Safety

Event/Situation - High-risk environments

Effective

- 1 Team members check equipment before entering dangerous situations.
- 2 Unit leaders order team members to attend safety training.
- 3 Team members point out all possible threats.

Ineffective

- 1 Team members check equipment when in dangerous situations.
- 2 Unit leaders suggest team members attend safety training.
- 3 Team members point out only obviously dangerous possible threats.

Sub-dimension - Decision Acceptance

Event/Situation - Effects on team members

Effective

- 1 Unit leaders encourage team member input into decisions that will affect the whole team.
- 2 Team members rarely argue against decisions made that affect the team.
- 3 Team members explain to others why a decision was made when it affects the team.

Ineffective

- 1 Unit leaders make decisions with little input from team members when a decision will affect the whole team.
- 2 Team members argue against decisions made that affect the team.
- 3 Team members are unable to explain why a decision was made when it affects the team.

Sub-dimension - Satisfaction

Event/Situation - Demanding tasks

Effective

- 1 Members are willing to go above and beyond required performance during difficult assignments.
- 2 Members are willing to work with their teams again following a demanding problem.
- 3 Members would be willing to work under a unit leader again following completion of a difficult problem.

Ineffective

- 1 Members become discouraged during difficult tasks.
- 2 Team members do not want to work together following a demanding problem.
- 3 Members would rather not work under a unit leader again following completion of a difficult problem.

Sub-dimension - Trust

Event/Situation - High risk environment

Effective

- 1 Members willingly rely on one another in dangerous situations.
- 2 Unit leaders trust members with leadership responsibilities during critical situations.
- 3 Members feel they can rely on the performance of their team members in dangerous situations.

Ineffective

- 1 Members are worried about relying on each other during dangerous situations.
- 2 Unit leaders are unwilling to pass off leadership responsibilities during critical situations.
- 3 Members do not feel they can rely on their team members performance in dangerous situations.

Sub-dimension - *Commitment to the Team*

Event/Situation - *Long-term assignment*

Effective

- 1 Members are committed to the long-term goal of the team during long assignments.
- 2 Members think of themselves as a team on long assignments.
- 3 Members are committed to the unit leader's objectives for the team on long assignments.

Ineffective

- 1 Members focus on short-term goals during long assignments.
- 2 Members think about themselves as individuals rather than a team on long assignments.
- 3 Members are focused on specific tasks rather than the unit leaders objectives for the team on long assignments.

Sub-dimension - *Perceptions of Justice*

Event/Situation - *Competitive environment*

Effective

- 1 Members believe that information is distributed in a fair way.
- 2 Members believe that rewards and consequences are administered fairly.
- 3 Members believe the unit leader treats all members of the teams fairly.

Ineffective

- 1 Members believe that information is distributed in an unfair way.
- 2 Members believe that rewards and consequences are not administered fairly.
- 3 Members believe that the unit leader treats some members better than others.

Sub-dimension - *Voice*

Event/Situation - *Novel problem*

Effective

- 1 Members contribute ideas for solving unfamiliar problems.
- 2 Members can take on a leadership role when they have the relevant knowledge needed for a new problem.
- 3 The unit leader seeks information from members when the problem is unfamiliar.

Ineffective

- 1 Members do not contribute their ideas to solving unfamiliar problems.
- 2 Members do not step into a leadership role if they have knowledge relevant to the problem.
- 3 The unit leader does not seek information from other team members when the problem is unfamiliar.

Sub-dimension - *Perceived Social Support*

Event/Situation - *Emotionally demanding situation*

Effective

- 1 Members encourage each other during stressful situations.
- 2 Members believe the unit leader is available for support during difficult situations.
- 3 Members confide in one another during stressful situations.

Ineffective

- 1 Members avoid one another during stressful situations.
- 2 Members do not feel that they can go to the unit leader for support during difficult situations.
- 3 Members do not confide in each other during stressful situations.

Sub-dimension - Cohesion

Event/Situation - Dynamic situations

Effective

- 1 Members are able to respond with minimal time spent coordinating activities when the situation changes quickly.
- 2 Members respond as a unit when problems emerge.
- 3 Members know who has the expertise to take charge when a problem arises.

Ineffective

- 1 Members must spend time coordinating activities when the situation changes quickly.
- 2 Members have a difficult time responding quickly as a team when problems arise.
- 3 Members have to spend time determining who has the relevant expertise to take charge when a problem arises.

Collective Leadership Construct – Team Network

Sub-dimension - Connections Between Actors

Event/Situation - Time in Team

Effective

- 1 New team members are encouraged to ask other members for assistance.
- 2 Newly formed teams spend time outside of work together.
- 3 Unit leaders have experienced team members mentor new team members.

Ineffective

- 1 Experienced team members are encouraged to ask other members for assistance.
- 2 Team members do not spend time outside of work together.
- 3 Unit leaders have experienced team members mentor other experienced team members.

Sub-dimension - Network Size

Event/Situation - Situational Complexity

Effective

- 1 Unit leaders rely on multiple people to collect information in complex situations.
- 2 Team members rely on the work produced by others for complex jobs.
- 3 The team relies on outside help when performing tasks in complex jobs.

Ineffective

- 1 Unit leaders rely on multiple people to collect information in familiar situations.
- 2 Team members rely on the work produced by others for simple jobs.
- 3 The team relies on outside help when performing tasks in simple jobs.

Sub-dimension - Network Density

Event/Situation - Task Complexity

Effective

- 1 Team members are encouraged to solicit feedback from others when engaged in complex tasks.
- 2 Team members communicate with one another on complex tasks.
- 3 Team members are encouraged to voice concerns about critical assignments.

Ineffective

- 1 Team members are encouraged to solicit feedback from others when engaged in simple tasks.
- 2 Team members communicate with one another on simple tasks.
- 3 Team members are encouraged to voice concerns about simple assignments.

Sub-dimension - <i>Team's Centrality among other Teams</i> Event/Situation - <i>Team Purpose</i>	
<u>Effective</u> <ol style="list-style-type: none"> 1 Teams working on critical projects are given access to the resources of other teams. 2 The team is encouraged to consult with other teams when presented with an important problem. 3 Unit leaders check progress of other teams on tasks relevant to the mission. 	<u>Ineffective</u> <ol style="list-style-type: none"> 1 Teams working on non-essential projects are given access to the resources of other teams. 2 The team is encouraged to consult with other teams when presented with a common problem. 3 Unit leaders check progress of other teams on tasks non-essential to the mission.
Sub-dimension - <i>Centrality of Team's Leader</i> Event/Situation - <i>Immediate Decision Necessary</i>	
<u>Effective</u> <ol style="list-style-type: none"> 1 Unit leaders are given only critical information when an immediate decision is necessary. 2 Unit leaders consult all information sources when a decision is not needed immediately. 3 Team members seek out feedback from the unit leader when a decision is not needed immediately. 	<u>Ineffective</u> <ol style="list-style-type: none"> 1 Unit leaders are given only critical information when a decision can wait. 2 Unit leaders consult all information sources when an immediate decision is needed. 3 Team members seek out feedback from the unit leader when an immediate decision is necessary.
Sub-dimension - <i>Information Gathering</i> Event/Situation - <i>Dynamic Situation</i>	
<u>Effective</u> <ol style="list-style-type: none"> 1 Team members gather information from one another often in rapidly changing situations. 2 The team gathers information from multiple sources in rapidly changing situations. 3 Unit leaders distribute information to the whole team in stable situations. 	<u>Ineffective</u> <ol style="list-style-type: none"> 1 Team members gather information from one another often in stable situations. 2 The team gathers information from multiple sources in stable situations. 3 Unit leaders distribute information to the whole team in rapidly changing situations.
Sub-dimension - <i>Knowledge of other Member's Networks</i> Event/Situation - <i>Trust</i>	
<u>Effective</u> <ol style="list-style-type: none"> 1 Team members have similar contacts as others in their team. 2 Team members discuss the dynamics of the team with other members. 3 Unit leaders encourage team members to discuss the purpose of assignments with other team members. 	<u>Ineffective</u> <ol style="list-style-type: none"> 1 Team members have dissimilar contacts as others in their team. 2 Team members discuss the dynamics of the team with individuals outside their team. 3 Unit leaders encourage team members to discuss the purpose of assignments with others outside their team.

Sub-dimension - Familiarity

Event/Situation - Time in Team

Effective

- 1 Unit leaders encourage new team members to spend time off-duty with the team.
- 2 New team members are briefed on projects they are not directly involved with.
- 3 Team members offer their background information to new members.

Ineffective

- 1 Unit leaders encourage experienced team members to spend time off-duty with the team.
- 2 Experienced team members are briefed on projects they are not directly involved with.
- 3 Team members offer their background information to experienced members.

Collective Leadership Construct – Team Performance Capabilities

Sub-dimension - Adaptive Performance

Event/Situation - Amount of changes in situation

Effective

- 1 The team changes operating procedures when the situation is fluid.
- 2 The unit leader defines team goals based on short-term goals when the situation is fluid.
- 3 Team member roles are less clearly structured when the situation is fluid.

Ineffective

- 1 The team changes operating procedures when the situation is stable.
- 2 The unit leader defines team goals based on short-term goals when the situation is stable.
- 3 Team member roles are less clearly structured when the situation is stable.

Sub-dimension - Spontaneous Collaboration

Event/Situation - Number of concurrent goals

Effective

- 1 Team members collaborate without direct input from unit leaders when a number of goals need to be completed.
- 2 Unit leaders encourage collaboration between team members when a number of goals need to be completed.
- 3 Unit leaders do not require oversight for the work of all team members when a number of goals need to be completed.

Ineffective

- 1 Team members collaborate without direct input from the unit leader when few goals need to be completed.
- 2 Unit leaders encourage collaboration between team members when few goals need to be completed.
- 3 Unit leaders do not require oversight for the work of all team members when few goals need to be completed.

Sub-dimension - Decision Acceptance Among Team

Event/Situation - Team motivation

Effective

- 1 Unit leaders allow team members to openly debate prior to decision making when team motivation is low.
- 2 Feedback is solicited from team members prior to decision making when team motivation is low.
- 3 Unit leaders require consensus on decisions when team motivation is low.

Ineffective

- 1 Unit leaders allow team members to openly debate prior to decision making when team motivation is high.
- 2 Feedback is solicited from team members prior to decision making when team motivation is high.
- 3 Unit leaders require consensus on decisions when team motivation is high.

Sub-dimension - Shared Situational Awareness

Event/Situation - Situational ambiguity

Effective

- 1 Team members check their current understanding of the situation with one another when the situation is ambiguous.
- 2 Unit leaders spend time defining the current situation when the situation is ambiguous.
- 3 Team members regularly request updates from unit leaders when the situation is ambiguous.

Ineffective

- 1 Team members check their current understanding of the situation with one another when the situation is clearly defined.
- 2 Unit leaders spend time defining the current situation when the situation is clear.
- 3 Team members regularly request updates from unit leaders when the situation is clear.

Sub-dimension - Collective Efficacy

Event/Situation - Task is unfamiliar

Effective

- 1 Unit leaders regularly assure the team of their ability to complete unfamiliar tasks.
- 2 Team members receive more positive feedback than usual when working on unfamiliar tasks.
- 3 Team members exchange information on how to complete an unfamiliar task.

Ineffective

- 1 Unit leaders regularly assure the team of their ability to complete familiar tasks.
- 2 Team members receive more positive feedback than usual when working on familiar tasks.
- 3 Team members exchange information on how to complete a familiar task.

Sub-dimension - Network Sharing

Event/Situation - Specialized expertise needed for goal

Effective

- 1 Team members exchange information on their networks when specialized expertise is needed.
- 2 Unit leaders gather information on team member's networks when specialized expertise is needed.
- 3 Unit leaders encourage team members to share information on their networks when specialized expertise is needed.

Ineffective

- 1 Team members exchange information on their networks when specialized expertise is not needed.
- 2 Unit leaders gather information on team member's networks when specialized expertise is not needed.
- 3 Unit leaders encourage team members to share information on their networks when specialized expertise is not needed.

Sub-dimension - Intuitive Working Relations

Event/Situation - New team members added

Effective

- 1 Unit leaders encourage mentoring by more experienced team members when new members are added.
- 2 Team procedures are regularly defined when new members are added.
- 3 Unit leaders enforce strict assignments when new team members are added.

Ineffective

- 1 Unit leaders encourage mentoring by more experienced team members when members are familiar with one another.
- 2 Team procedures are regularly defined when members are familiar with one another.
- 3 Unit leaders enforce strict assignments when team members are familiar with one another.

Sub-dimension - Coordination

Event/Situation - Multiple teams have different assignments

Effective

- 1 Unit leaders spend time clarifying roles when teams have different assignments.
- 2 Teams request input from unit leaders regularly when teams have different assignments.
- 3 Teams spend time updating one another when they have different assignments.

Ineffective

- 1 Unit leaders spend time clarifying roles when teams have the same assignments.
- 2 Teams request input from unit leaders regularly when teams have the same assignments.
- 3 Teams spend time updating one another when they have the same assignments.

Sub-dimension - Distributed Leadership Capacity

Event/Situation - Complexity of tasks

Effective

- 1 Unit leaders encourage team members to engage in leadership functions during complex tasks.
- 2 Teams make decisions without command input during complex tasks.
- 3 Team members with expertise take the lead during complex tasks.

Ineffective

- 1 Unit leaders encourage team members to engage in leadership functions during simple tasks.
- 2 Teams make some decisions without command input during simple tasks.
- 3 Team members with expertise take the lead during simple tasks.

Sub-dimension - Role Clarity

Event/Situation - Task is unfamiliar

Effective

- 1 Unit leaders spend time defining roles when a task is unfamiliar.
- 2 Team members avoid working outside their assigned role when a task is unfamiliar.
- 3 Guidelines for roles are explicitly stated when a task is unfamiliar.

Ineffective

- 1 Unit leaders spend time defining roles when a task is familiar.
- 2 Team members avoid working outside their assigned role when a task is familiar.
- 3 Guidelines for roles are explicitly stated when a task is familiar.

Collective Leadership Construct – *Team Performance Parameters*

Sub-dimension - *Information Sharing*

Event/Situation - *Problem requires multiple types of knowledge*

Effective

- 1 Unit leader encourages members with different expertise to work together when a problem requires multiple types of knowledge.
- 2 Members seek input from one another when they do not have the knowledge required.
- 3 Members are aware of the expertise that other members have.

Ineffective

- 1 Unit leader encourages members with different expertise to work together when a problem only requires one type of expertise.
- 2 Members do not seek input from one another when they do not have the knowledge required.
- 3 Members are not aware of the expertise that other members have.

Sub-dimension - *Task Interdependence*

Event/Situation - *Problem requires coordinated action*

Effective

- 1 Members monitor each others' progress when they are dependent on each others' work.
- 2 Unit leader coordinates individual tasks to accomplish the team goal.
- 3 Members communicate their status to coordinate their work with other members.

Ineffective

- 1 Members monitor each others' progress when they are not dependent on each others' work.
- 2 Unit leader does not coordinate members when they are working independently.
- 3 Members do not communicate their status to coordinate their work with other members.

Sub-dimension - *Concurrence Seeking*

Event/Situation - *Unit leader needs member commitment*

Effective

- 1 Unit leader seeks input from members in solving problems.
- 2 Problem solutions must be agreed upon before they are implemented.
- 3 Unit leader encourages members to work together to find a solution.

Ineffective

- 1 Unit leader does not seek input from members in solving problems.
- 2 Problem solutions are implemented even if all members do not agree with it.
- 3 Unit leader does not encourage members to work together to find a solution.

Sub-dimension - *Collaborative Problem-Solving*

Event/Situation - *Problem is complex*

Effective

- 1 Members meet to work on difficult problems together.
- 2 Unit leader divides the responsibilities of solving difficult problems.
- 3 Unit leader coordinates team members working together when the problem is difficult.

Ineffective

- 1 Members work on difficult problems independently.
- 2 Unit leader assigns difficult problems to only one or two individuals.
- 3 Unit leader does not coordinate team members that are working together on difficult problems.

Sub-dimension - *Establishing a Shared Goal*

Event/Situation - *Members have autonomous tasks*

Effective

- 1 Unit leader shows how each member's work helps achieve the overall goal.
- 2 Members use their personal expertise to help achieve the overall goal.
- 3 Unit leader defines the goal of the team when members work independently.

Ineffective

- 1 Individuals work towards independent goals.
- 2 Members focus their expertise on their individual tasks.
- 3 Unit leader does not define the goal of the team when members work independently.

Sub-dimension - *In-grouping*

Event/Situation - *New team members*

Effective

- 1 Unit leader discusses the defining characteristics of the team.
- 2 Senior members share the group's rules and values with new members.
- 3 Senior members model how problems are solved in the team.

Ineffective

- 1 Unit leader does not discuss the defining characteristics of the team.
- 2 Senior members do not share the group's rules and values with new members.
- 3 Senior members do not model how problems are solved in the team.

Sub-dimension - *Openness to Feedback*

Event/Situation - *Problem is novel*

Effective

- 1 Unit leader seeks feedback when he is unfamiliar with the problem.
- 2 Members provide opinions on how to handle new problems.
- 3 Members with relevant knowledge provide feedback to others on unfamiliar problems.

Ineffective

- 1 Unit leader does not seek feedback when he is unfamiliar with the problem.
- 2 Members do not provide opinions on how to handle new problems.
- 3 Members with relevant knowledge do not provide feedback to others on unfamiliar problems.

Sub-dimension - *Conflict Management*

Event/Situation - *Stressful or emotional situation*

Effective

- 1 Unit leader monitors members emotions during stressful situations.
- 2 Members discourage internal conflict.
- 3 Unit leaders encourage stress management during emotional situations.

Ineffective

- 1 Unit leader does not monitor emotions of team members during stressful situations.
- 2 Members do not discourage internal conflict.
- 3 Unit leaders do not encourage stress management during emotional situations.

Sub-dimension - *Self Management*

Event/Situation - *Infrequent contact with unit leaders*

Effective

- 1 The team is free to take action when out of contact with unit leaders.
- 2 Team members take the lead when out of contact with unit leaders.
- 3 Completion of assignments is not effected when contact with unit leaders is lost.

Ineffective

- 1 The team is unable to take action when out of contact with unit leaders.
- 2 Team members wait for orders when out of contact with unit leaders.
- 3 Completion of assignments is unlikely when contact with unit leaders is lost.

Sub-dimension - Team Stability

Event/Situation - Difficult tasks

Effective

- 1 Team membership is unlikely to be changed during difficult assignments.
- 2 New members are brought in during simple assignments.
- 3 Unit leaders emphasize the importance of members staying with the team during difficult assignments.

Ineffective

- 1 Team membership is changed during difficult assignments.
- 2 New members are brought in during difficult assignments.
- 3 Unit leaders emphasize the flexibility of team membership during difficult assignments.

Sub-dimension - Skill Composition

Event/Situation - Variable assignments

Effective

- 1 Unit leaders assign members to tasks based on expertise when tasks vary.
- 2 Team members are selected to have a wide variety of skills when tasks vary.
- 3 Team members are encouraged to seek out tasks suited to their skills when tasks vary.

Ineffective

- 1 Unit leaders assign members to tasks based on tenure when tasks vary.
- 2 Team members are selected to have similar skills when tasks vary.
- 3 Team members have limited input on their assignments when tasks vary.

Sub-dimension - Autonomy

Event/Situation - Geographically distributed team

Effective

- 1 Team members are encouraged to make decisions on their own when the team is spread over a wide area.
- 2 Unit leaders distribute extensive information about the mission to all team members when the team will be spread over a wide area.
- 3 Unit leaders only request updates on critical parts of the mission when the team is spread over a wide area.

Ineffective

- 1 Team members are encouraged to wait for command decisions when the team is spread over a wide area.
- 2 Unit leaders distribute extensive information about the mission to all team members when the team will be together in a small area.
- 3 Unit leaders request updates on all team activity when the team is spread over a wide area.

Sub-dimension - Role Integration

Event/Situation - Dynamic environment

Effective

- 1 Unit leaders allow team members to work outside their assigned roles in a rapidly changing environment.
- 2 Unit leaders encourage team members with similar roles to assist one another in a rapidly changing environment.
- 3 Team members frequently contact members in roles critical to their assignments in rapidly changing environments.

Ineffective

- 1 Unit leaders limit team members to their assigned roles in a rapidly changing environment.
- 2 Unit leaders encourage team members with similar roles to work independently in a rapidly changing environment.
- 3 Team members frequently contact all other team members in rapidly changing environments.

Sub-dimension - *Enabling Interactions*

Event/Situation - *Complex tasks*

Effective

- 1 Unit leaders encourage team members to consult with one another on complex tasks before making decisions.
- 2 Unit leaders encourage team members to give feedback on complex tasks.
- 3 Team members are made aware of the expertise of other members working on complex tasks.

Ineffective

- 1 Unit leaders encourage team members to consult with one another on routine tasks before making decisions.
- 2 Unit leaders encourage team members to give feedback on routine tasks.
- 3 Team members are made aware of the expertise of other members working on routine tasks.

Sub-dimension - *Preparation for Team Activities*

Event/Situation - *Length of assignment*

Effective

- 1 Unit leaders extensively plan before beginning a long-term assignment.
- 2 Team members are briefed on the overall mission plan before beginning a long-term assignment.
- 3 Team members with relevant expertise are brought in to consult on plans for long-term assignments.

Ineffective

- 1 Unit leaders extensively plan before beginning a short-term assignment.
- 2 Team members are briefed only on their individual roles before beginning a long-term assignment.
- 3 Unit leaders plan independently from the team for long-term assignments.

Collective Leadership Construct – *Team Processes*

Sub-dimension - <i>Performance Monitoring</i> Event/Situation - <i>Number of mission components</i>	
<u>Effective</u>	<u>Ineffective</u>
<ol style="list-style-type: none"> 1 Team members stay up-to-date on the performance of other team members when a mission has many tasks. 2 Unit leaders encourage team members to brief one another on progress when a mission has many tasks. 3 Team members give feedback to each other on progress when a mission has many tasks. 	<ol style="list-style-type: none"> 1 Team members stay up-to-date on the performance of other team members when a mission has few tasks. 2 Unit leaders encourage team members to brief one another on progress when a mission has few tasks. 3 Team members give feedback to each other on progress when a mission has few tasks.
Sub-dimension - <i>Back-up Behaviors</i> Event/Situation - <i>Variable workload</i>	
<u>Effective</u>	<u>Ineffective</u>
<ol style="list-style-type: none"> 1 Unit leaders have team members switch between tasks if workload varies among team members. 2 Team members volunteer to help when workload varies among team members. 3 Team members expect others to step in if a member is unavailable when workload varies among team members. 	<ol style="list-style-type: none"> 1 Unit leaders have team members switch between tasks if workload is similar among team members. 2 Team members volunteer to help when workload is similar among team members. 3 Team members expect others to step in if a member is unavailable when workload varies among team members.
Sub-dimension - <i>Adapting to Contingencies and Restrictions</i> Event/Situation - <i>Rapidly changing environment</i>	
<u>Effective</u>	<u>Ineffective</u>
<ol style="list-style-type: none"> 1 The team is able to alter operating procedures in rapidly changing environments. 2 Unit leaders encourage team members to closely monitor the environment in rapidly changing environments. 3 The team often changes task priorities in rapidly changing environments. 	<ol style="list-style-type: none"> 1 The team is discouraged from altering operating procedures in rapidly changing environments. 2 Unit leaders encourage team members to closely monitor the environment in stable environments. 3 The team often changes task priorities in stable environments.
Sub-dimension - <i>Role Clarity</i> Event/Situation - <i>Distinct tasking</i>	
<u>Effective</u>	<u>Ineffective</u>
<ol style="list-style-type: none"> 1 Unit leaders explicitly define work assignments when tasks are distinct. 2 Unit leaders discourage switching between assignments when tasks are distinct. 3 Team members limit who they work with when tasks are distinct. 	<ol style="list-style-type: none"> 1 Unit leaders explicitly define work assignments when tasks are similar. 2 Unit leaders discourage switching between assignments when tasks are similar. 3 Team members limit who they work with when tasks are similar.

Sub-dimension - Coordination

Event/Situation - Team size

Effective

- 1 Unit leaders heavily plan task assignments when the team is large.
- 2 Team members update one another on the work they are doing when the team is large.
- 3 Unit leaders closely monitor team needs and progress when the team is large.

Ineffective

- 1 Unit leaders heavily plan task assignments when the team is small.
- 2 Team members update only unit leaders on the work they are doing when the team is large.
- 3 Unit leaders closely monitor team needs and progress when the team is small.

Sub-dimension - Distributed Leadership Capacity

Event/Situation - Team distribution

Effective

- 1 Unit leaders allow team members to take the lead when the team is spread over a large area.
- 2 Team members regularly make decisions without command feedback when the team is spread over a large area.
- 3 Mission critical information is conveyed to the entire team when they are spread over a large area.

Ineffective

- 1 Unit leaders discourage others from taking the lead when the team is spread over a large area.
- 2 Team members regularly make decisions without command feedback when the team is together in one area.
- 3 Information on the mission is given only to unit leaders when the team is spread over a large area.

Sub-dimension - Cooperation

Event/Situation - Task interdependence

Effective

- 1 Unit leaders encourage team members to work together when tasks rely on the success of other tasks.
- 2 Team members share resources when tasks rely on the success of other tasks.
- 3 Team members consult with others when decisions may effect multiple tasks.

Ineffective

- 1 Unit leaders encourage team members to work together when tasks are independent of one another.
- 2 Team members share resources when tasks are independent of one another.
- 3 Team members consult with others when decisions effect only one task.

Sub-dimension - Culture of Teamwork

Event/Situation - New team members

Effective

- 1 Team members state the need to work together to new team members.
- 2 Unit leaders reward cooperation in front of new team members.
- 3 Unit leaders tell new team members the reasons that teamwork is important.

Ineffective

- 1 Team members state the need to work together to experienced team members.
- 2 Unit leaders reward cooperation in front of experienced team members.
- 3 Unit leaders tell experienced team members the reasons that teamwork is important.

Sub-dimension - *Collective Focus*

Event/Situation - *New team*

Effective

- 1 Unit leaders encourage team members to think of the team's needs first when the team is new.
- 2 Unit leaders explain assignments in terms of the team instead of individuals when the team is new.
- 3 Team members are encouraged to take pride in team membership when the team is new.

Ineffective

- 1 Unit leaders encourage team members to think of the team's needs first when the team is experienced.
- 2 Unit leaders explain assignments in terms of the team instead of individuals when the team is experienced.
- 3 Team members are encouraged to work toward promotions when the team is new.

Sub-dimension - *Cohesion*

Event/Situation - *Team isolation*

Effective

- 1 Unit leaders allow less formality when the team is together for long periods away from home.
- 2 Team members are encouraged to develop friendships with other members when the team is together for long periods away from home.
- 3 Unit leaders use resources to set up social activities when the team is together for long periods away from home.

Ineffective

- 1 Unit leaders are stricter when the team is together for long periods away from home.
- 2 Team members are discouraged from developing friendships with other members when the team is together for long periods away from home.
- 3 Unit leaders use resources to set up social activities when the team is at home.

Sub-dimension - *Commitment*

Event/Situation - *Level of team success*

Effective

- 1 Unit leaders remind the team of the mission's importance when the team has had difficulty completing objectives.
- 2 Team members take time to state their commitment to the team when the team has had difficulty completing objectives.
- 3 Unit leaders take time to tell individual team members of their importance when the team has had difficulty completing objectives.

Ineffective

- 1 Unit leaders remind the team of the mission's importance when the team has easily completed objectives.
- 2 Team members state their dissatisfaction with the team when the team has had difficulty completing objectives.
- 3 Unit leaders question the value of other members when the team has difficulty completing objectives.

Sub-dimension - *Trust*

Event/Situation - *Time pressure*

Effective

- 1** Unit leaders allow team members more flexibility in decision making when the team has little time to complete an objective.
- 2** Unit leaders are less likely to require status updates when the team has little time to complete an objective.
- 3** Team members do not monitor the work of other team members when the team has little time to complete an objective.

Ineffective

- 1** Unit leaders allow team members less flexibility in decision making when the team has little time to complete an objective.
- 2** Unit leaders are less likely to require status updates when the team has more than enough time to complete an objective.
- 3** Team members closely monitor the work of other team members when the team has little time to complete an objective.

APPENDIX C

Collective Leadership Interview Protocol

Read to Interviewee

The Army is interested in gathering information about Collective Leadership. In FM 6-22 (Army Leadership) it says:

Leadership is a process of *“influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization.”*

Furthermore, *“leaders at all levels recognize the Army is a team as well as a team of teams. These teams interact as numerous functional units, designed to perform necessary tasks and missions that in unison produce the collective effort of all Army components.”*

But Collective Leadership is also multiple individuals within the team and within the team of teams sharing leadership in both formal and informal capacities. Selectively using information, communication, and specialized expertise within a leader’s and a team’s network are core elements of Collective Leadership.

So, collective leadership can be defined as a dynamic leadership process where leadership behaviors are executed by multiple people based on their expertise or the needs of the tasks.

Leadership Definitions

1. Please describe to me what your idea of leadership is.
2. What does collective leadership mean to you? How do you think Collective Leadership might relate to the notion of basic Army leadership?
 - a. How are the two concepts similar?
 - b. How are they different?

Situations/Elements/Outcomes of CL

For the following questions we want to ask about outcomes and the roles of leaders, both formal and informal, for each situation. It is important to gather as much information about the outcomes (i.e., performance, morale, absenteeism, cohesion) at various levels (i.e., individual, group, organization) as possible.

3. Please describe an instance in your unit where someone (or multiple people) who was/were not the formal leader stepped up and provided guidance on an objective.
 - a. What role did that person (those people) have in the unit?
 - b. What did they do?
 - c. Who filled the leadership role(s)?
 - i. Were they a formal or informal leader?
 - ii. What did they do?
 - d. Who did they communicate with?
 - e. What was the outcome in this situation?
 - i. What were the outcomes for the individuals, group, and organization?
 - ii. How was unit performance affected? (i.e., changes in absenteeism, performance, morale, etc.)
 - f. What led to the outcome?
 - i. What characteristics did the person have that impacted them taking an active role? (e.g. expertise in the area, personality, unique information)
 - ii. How did the person (people) who stepped up impact the outcome of this situation in either a positive or negative way?

4. Please describe an instance where the command team (Commander, senior NCO, XO, etc.) had to work together and share information to accomplish a goal?
 - a. Specifically who was involved?
 - b. What were the roles of each person in the interaction?
 - c. Who filled the leadership role(s)?
 - i. Were they a formal or informal leader?
 - ii. What did they do?
 - d. How was expertise utilized?
 - e. Was delegation used? If so, how was it implemented?
 - f. What was the outcome in this situation?
 - i. What were the outcomes for the individuals, group, and organization?
 - ii. How was unit performance affected? (i.e., changes in absenteeism, performance, morale, etc.)
 - g. What led to the outcome?
 - i. IF APPLICABLE: How did the expertise of the people involved impact the outcome of this situation in either a positive or negative way?
 - ii. IF APPLICABLE: How did the delegation of the people involved impact the outcome of this situation in either a positive or negative way?

5. Please describe an instance where multiple units had to work together to accomplish a task?
 - a. Who was involved from each unit?
 - b. Who filled the leadership role(s)?
 - i. Were they a formal or informal leader?
 - ii. What did they do?
 - c. Were the units of similar rank or were they hierarchical?
 - d. How was workload distributed?

- e. How were human resources utilized? By human resources we mean expertise, skill, and time of specific people.
 - f. What was the outcome in this situation?
 - i. What were the outcomes for the individuals, group, and organization?
 - ii. How was unit performance affected? (i.e., changes in absenteeism, performance, morale, etc.)
 - g. What led to the outcome?
 - i. Who were the key people involved in the success or failure of this task?
 - ii. What were the key elements (decisions, actions) involved in the success or failure of this task?
6. Please describe an instance where the task at hand was highly ambiguous and multiple people had to work together in order to resolve it.
- a. Who was involved in the situation?
 - b. What did each person contribute to the situation?
 - c. Who filled the leadership role(s)?
 - i. Were they a formal or informal leader?
 - ii. What did they do?
 - d. How did the ambiguous nature of the task effect the interactions between people?
 - e. Were there other people that should have been involved and were not?
 - i. Who, and why?
 - f. What was the outcome in this situation?
 - i. What were the outcomes for the individuals, group, and organization?
 - ii. How was unit performance affected? (i.e., changes in absenteeism, performance, morale, etc.)
 - g. What led to the outcome?
 - i. How did the ambiguous nature of the task affect the outcome?
7. Please describe a time that you saw a group of people make a difference in a positive or negative way. This can be from inside or outside your unit.
- a. What were the roles of the people involved?
 - b. What did they do?
 - c. Who filled the leadership role(s)?
 - i. Were they a formal or informal leader?
 - ii. What did they do?
 - d. How did they communicate with one another?
 - e. What was the outcome in this situation?
 - i. What were the outcomes for the individuals, group, and organization?
 - ii. How was unit performance affected? (i.e., changes in absenteeism, performance, morale, etc.)
 - f. What led to the outcome?
 - i. How did communication between the people involved impact the outcome?
 - ii. Did the group of people fully utilize the human resources available to them?

Now that we have talked about several situations involving multiple people engaging in leadership behaviors, we have a few follow up questions for which you are asked to reflect on the given situations as well as any others that come to your mind.

8. Thinking back over the situations we have discussed, or others, how is this type of leadership, where multiple people are involved in leadership behaviors, different from a traditional leadership structure where there is a defined leader who makes the decisions?
 - a. Are there situations that you can think of where a more collective form of leadership would be beneficial?
 - i. What and why?
9. How is communication different in a collective leadership situation than in a traditional leadership situation?
10. In general, what are the impacts on relationships between unit members, units, and organization overall when collaborative/collective leadership behaviors are used?
11. Given what we have been discussing, what are the major differences between a collaborative/collective leadership approach and a more traditional/hierarchical approach?
12. The Army is a hierarchical organization where there are well established rules concerning leadership. Given that, what role does this collaborative/collective leadership have in the current Army?
 - a. Where do you think this concept would be best utilized?
 - b. What are the areas of Army leadership that are best addressed in the traditional hierarchical fashion?
 - i. What are the drawbacks to collaborative/collective leadership in the Army?

APPENDIX D

Critical Incident Rating Scales

Rater Instructions

General Leadership Scale. In the first rating set you will be evaluating indicators of traditional Army leadership. These are characteristics or behaviors that demonstrate the presence of traditional, hierarchical leadership. When rating these scales, focus solely on the behaviors or characteristics discussed in the critical incident and their association with any outcomes as explicitly stated in the incident. Do not make assumptions about their effectiveness if it is not readily apparent from the Officer's report of the incident. It is also important to note that ratings of "1" for this scale are an evaluation that the behavior is explicitly absent or ineffective. If it is unclear from the incident whether the behavior or characteristic is or is not present/effective, it should be rated as a "3." Examples of unit and leader behaviors related to low and high scores on each construct are included within the scale.

Situation Frequency Scale. In the second set of ratings you will be evaluating whether dimensions from the collective leadership framework are relevant to the situation. The ratings on these scales will allow us to determine whether the collective leadership dimension was even relevant to a situation before evaluating whether the presence or absence of the dimension was related to the success or failure of the situation or event. In this set of ratings you will be making an evaluation based on your knowledge of the various phenomena involved in the collective leadership framework to determine if the situation was one in which the dimension or collective leadership behavior was relevant. For instance, if an officer makes no mention of the climate or culture of his or her team when describing the event, or the event is not one where climate or culture would have an impact, then you would make the assessment that that dimension is not relevant to the particular event. Example situations relevant to each construct are included in the scale.

Presence of Collective Leadership Behaviors Scale. In the third set of ratings you will be evaluating how frequently a collective leadership dimension is mentioned or engaged in during an event. Based on your understanding of the dimension and related behaviors, you will be making an assessment of whether the behavior is engaged in always (5), somewhat (3), or not at all (1). If it is unclear from the passage whether the behavior occurs, it should be rated a "1". If it is being rated a "1" because it is not present due to not being relevant to the situation, then that will be controlled for in your ratings from set 2. If it is relevant to the situation, but not present, this indicates a true lack of the behavior. Examples of unit and leader behaviors related to low and high scores on each construct are included within the scale.

Effectiveness of Collective Leadership Scale. In the fourth set of ratings, you will be evaluating how critical each collective leadership dimension was in the event. Please do not make an effective/ineffective value judgment. Rather, focus on the degree to which that

dimension played a role in the outcome of the event. If the element of collective leadership played a primary role in the event, it should be rated a “5.” If it played a moderate role, it should be rated a “3” and if it was not critical to what occurred in the event, it should be rated a “1.” Examples of unit and leader behaviors related to low and high scores on each construct are included within the scale.

General Considerations for Raters

When making your ratings there are several considerations to keep in mind and things that you should not attend to. Please do not attend to the length of the critical incident, grammar, spelling or punctuation errors. These reports should be considered rough drafts and you should thus focus your attention on the intention of what is written. You should also not allow your personal expectations or biases of events that are reported in the critical incidents to shade your ratings. Similarly, you should keep in mind that this is a preliminary evaluation of collective leadership and you should not assume that all instances of collective leadership are good. Finally, please monitor your consistency in ratings across different critical incidents. It is helpful to take notes to remind yourself of what criteria you use in making assessments on each scale.

Scoring

At present, scores can only be interpreted in terms of comparisons across individuals or across units. Baseline scores have not been established, so no judgments can be drawn from looking at only the score on each scale. We can only state, based on the scores, that an individual is engaging in more or less of the leadership behaviors than another individual or group. Scores are calculated as follows.

General Leadership Scale. An aggregate “General Army Leadership” score can be calculated as the sum total of all ratings across the scale for an individual. Additionally, individual scores can be compared across individuals and units for the specific constructs being rated.

Situation Frequency Scale. Scores are to be used as a control when rating for presence and effectiveness of collective leadership behaviors. An aggregate score for the frequency with which the individual is in situations calling for collective leadership can be calculated as the sum total of all ratings across the scale.

Presence of Collective Leadership Behaviors Scale. An aggregate score for the frequency of collective leadership behaviors can be calculated as the sum total of all ratings across the scale. Scores for individual collective leadership constructs (e.g., Leader Skills) can be calculated as the sum total of ratings within a construct.

Effectiveness of Collective Leadership Scale. An aggregate score for the effectiveness of collective leadership behaviors can be calculated as the sum total of all ratings across the scale. Scores for individual collective leadership constructs (e.g., Leader Skills) can be calculated as the sum total of ratings within a construct.

General Leadership Scale

Agility To what degree is agility useful?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders notice changes in the situation after they happen.				Team members know teammates are having difficulty without being told.
Unit leaders stick to the plan during missions.				Unit leaders reassign tasks when necessary.
Unit leaders dislike making quick decisions in rapidly changing situations.				Unit leaders continually attempt to anticipate situational changes.

Army Values How important are Army values?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members become frustrated when goals are difficult to accomplish.				Unit leaders are committed to supporting and protecting their team members.
Team members feel that they must be self-reliant.				There are strong team norms of what is right and wrong behavior.
The way the unit leader acts is not consistent with the beliefs that he encourages others to have.				Team members are willing to step up and help other members in need.

Character Development To what degree is character development effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders rarely discuss Army values				Unit leaders provide coaching to subordinates on Army beliefs and values
Unit leaders expect team members to engage in character development on their own time				Unit leaders provide time for team members to work on character development
Team members do not associate character development with advancement				Unit leaders provide feedback to team members on their character development

Communicates What is the nature of communication in the unit?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders use atypical communication methods.				Unit leaders rely on multiple methods to communicate.
Unit leaders rely on others to bring them information.				Unit leaders provide direction for unclear tasks.
Unit leader orders are indirect.				Unit leader questions are clear.

Composure What value is there in composure?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leader does not regulate his emotions during emotionally demanding situations.				Unit leader regulates the emotions of team members when the team is faced with an emotionally demanding situation.
Unit leader does not redirect members to the goal following distractions.				Unit leader persists in the face of stressful situations.
Unit leader does not reorganize tasks if the situation changes.				Unit leader maintains organization of tasks when faced with disruptions.

Confidence What are the implications of confidence for the unit?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leader questions his abilities when tested by challenging situations.				Unit leader encourages members to trust in their own abilities.
Unit leader expresses doubt that the team will be able to accomplish their goals.				The team does not question their capabilities when faced by a challenging situation.
Unit leader does not communicate the team's overall purpose.				Unit leader tells team that they have the capabilities needed to accomplish a task.

Creates Positive Environment How important is it to create a positive environment?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders apply policies differently to some unit members.				Unit leaders encourage input and feedback from unit members.
Unit leaders discuss successes in terms of individuals.				Unit leaders value hard work regardless of the outcome.
Unit leaders discourage subordinates from making decisions or taking action without unit leader input.				Unit leaders reinforce to subordinates the importance of taking the lead when they are able to.

Develops Others How important is it to develop others?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders rely on standard training schedules to ensure subordinates are well trained.				Unit leaders read new subordinate personnel files in depth.
Unit leaders assign tasks without regard to difficulty.				Unit leaders assign tasks that challenge subordinates.
Unit leaders are unwilling to discuss personal problems with subordinates.				Unit members share information with others in the unit.

Domain Knowledge To what degree is domain knowledge useful?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leader uses the same set of tactics regardless of the situation.				Unit leader understands when specific tactics are good for different goals.
Unit leader does not understand the capabilities of his unit's equipment.				Unit leader is aware of each unit member's technical expertise.
Unit leader is unaware of the cultural differences and sensitivities relevant to a given situation.				Unit leader understands the role of joint organizations in national defense.

Empathy What is the value of empathy?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members keep personal problems to themselves.				Unit leaders often drop what they are doing to assist others.
Unit leaders often order subordinates to calm down in stressful situations.				Team members feel comfortable occasionally joking around.
Unit leaders are unconcerned with how others view their decisions.				Unit leaders request feedback on how others view their decisions.

Ethics What implications do ethics hold for the unit?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders rely on their own perspective when considering ethical problems.				Unit leaders request clarification of unclear orders that could cause ethical problems.
If an order presents a complex legal issue, unit leaders will act on their own understanding of the issue.				Team members are encouraged to bring potential ethical problems to unit leaders.
Unit leaders leave it up to their team's judgment whether they follow potentially illegal or unethical orders.				Unit leaders make sure they full understand potentially unethical orders before taking action.

Extends Influence What is the result of extending influence?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit members follow their unit leader because they are required.				Unit members respect the unit leader.
Unit leaders use formal communication with the unit to accomplish all goals.				Unit leaders know the informal structure of the unit.
Unit leaders allow conflicts to work themselves out.				Unit leaders are aware of individual and group goals.

Gets Results How important is getting results?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders rarely give feedback on new tasks.				Unit leaders spot check equipment, people, resources, and performance.
Unit leaders evaluate task performance after a plan execution.				Unit leaders request feedback from others on potential plan consequences
Unit leaders discourage subordinates from thinking of new ideas to improve performance.				Unit leaders clarify subordinate roles when there may be confusion about responsibilities.

Innovation What value is there in innovation?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders use standard tactics to deal with new threats.				Unit leaders use and adapt available equipment to solve new problems.
Team members do not believe they can suggest new solutions to problems to unit leaders.				Unit leaders develop ideas for equipment that could address new problems.
Unit leaders work to accomplish familiar missions in standard ways.				Unit leaders regularly present team members with new tactics and ideas.

Interpersonal Tact What are the results of interpersonal tact?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members believe that unit leaders do not notice their individual strengths.				Unit leaders consult with team members that have specialized skills when solving problems.
Unit leaders are obviously stressed in highly stressful situations.				Unit leaders are aware of their own strengths and weaknesses.
Team members do not believe the unit leader will remain calm under pressure.				Unit leaders convey urgent information clearly.

Judgment How important is good judgment?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders rely on their observations for information.				Unit leaders see problems others cannot.
Commanders consider immediately available information when deciding.				Unit leaders deliver decisions at the right time and place.
Unit leaders make decisions quickly in non-pressure situations.				Unit leader decisions can be backed up with multiple reasons.

Leads by Example What are the implications of leading by example?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders are visibly worried after a setback.				Unit leaders are actively engaged in the mission along with the unit.
Unit leaders blame others for their actions.				Unit leaders remain confident after a setback.
Unit leaders instruct subordinates on how to complete tasks regardless of unit leader expertise.				Unit members believe they should pay attention to the example set by the unit leader.

Leads Others How important is it to lead others?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leader is unable to gain compliance in working towards a specific goal.				Unit leader demonstrates how the task is tied to the overall mission of the unit.
Unit leader does not demonstrate that high standards ensure that members will be prepared to do their job.				Unit leader communicates expectations about unit members meeting unit and organization standards.
Unit leader does not demonstrate present task benefits.				Unit members willingly align with the goals of the unit leader.

Military Bearing What value does military bearing have?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members only dress to military standards when told to do so.				Unit leaders dress to military standards regardless of the situation.
Unit leaders oversee but do not participate in the same physical exercise as the rest of the unit.				Team members are encouraged to stay in the best physical shape they can.
Unit leaders generally do not place an emphasis on listening to civilians and civilian concerns.				Unit leaders emphasize the importance of respecting local cultures and beliefs.

Physically Fit How important is maintaining physical fitness?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Individual does not take preventative steps to remain healthy.				Individual gets adequate sleep.
Individual does not engage in strength exercises.				Individual can move or carry a sufficient amount of equipment.
Individual does not engage in endurance exercises.				Individual engages in regular exercise.

Prepares Self How important is it to prepare one's self?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders ignore feedback from other unit leaders, subordinates, and superiors.				Unit leaders take time to learn from unit members with specialized expertise.
Unit leaders rely on their own knowledge of tactics.				Unit leaders regularly study doctrine, tactics, and procedures.
Unit leaders rarely delegate tasks, regardless of their own strengths and weaknesses.				Unit leaders are aware of their weaknesses and limitations.

Resilient What are the results of being resilient?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders rarely brief team members on backup plans.				Unit leaders often brief team members on backup plans.
Team members assume injured team members tasks with prompting.				Unit leaders adjust plans and missions.
Team member focus strays from the mission when in stressful situations.				Team members focus on assigned tasks when faced with adversity.

Warrior Ethos What value is there in warrior ethos?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members work the time they are required to.				Unit leaders engage in the same operations as the team including dangerous missions.
Unit leaders often question their decisions, especially when risk is involved.				Team members consider their unit leaders driven to achieve missions.
Unit leaders talk about being a Soldier as a job or career.				Unit leaders work to ensure combat capabilities.

Instructions: Please answer the following questions by selecting *Never* to *Always*. These questions will assess your team and leader's frequency of engaging in certain behaviors.

Situation Frequency Scale

Leader Network				
<u>Example Situations and Events:</u> <i>Distributing/accessing information</i> <i>Work design</i> <i>Control of Information</i> <i>Members have specialized expertise</i> <i>Dynamic environment (frequent emergent problems)</i> <i>Unit has specialized expertise or information</i>				
How frequently do these, or similar, situations occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Affective Climate				
<u>Example Situations and Events:</u> <i>Task difficulty</i> <i>Combat</i> <i>Deployment</i> <i>Punishment of the unit or unit members</i> <i>Delays</i> <i>Complex problems</i>				
How frequently do these, or similar, situations occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Communication				
<u>Example Situations and Events:</u> <i>Ambiguity of problem</i> <i>Problem is unfamiliar</i> <i>Emotionally demanding situation</i> <i>Knowledge is spread throughout unit</i>			<i>Amount of time unit has worked together</i> <i>Unit is dispersed</i> <i>Commander does not have information</i> <i>Unit communicates through multiple methods</i>	
How frequently do these, or similar, situations occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Leader Skills				
<u>Example Situations and Events:</u> <i>Problem complexity</i> <i>Novelty</i> <i>Problem specificity</i> <i>Uncertainty</i>			<i>Rapidly changing situations</i> <i>Situational complexity</i> <i>Stress</i> <i>Time constraints</i> <i>Task complexity</i>	
How frequently do these, or similar, situations occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Leader Structuring and Maintenance of Group				
<u>Example Situations and Events:</u> <i>Ambiguity</i> <i>Complex mission</i> <i>Many viable solutions</i> <i>Peace/non-combat</i> <i>Rapidly changing situation</i>				
How frequently do these, or similar, situations occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Leader-Team Exchange				
Example Situations and Events: <i>Leader has limited contact with unit members</i> <i>Time limitations</i> <i>Leader does not have all skills required</i> <i>Leader does not have all relevant information</i> <i>Complex problem</i>		<i>Unit is new</i> <i>Task is highly interdependent</i> <i>Individuals have specialized expertise</i> <i>New unit members</i> <i>Stressful or demanding task</i> <i>Unit members are more exposed to problem</i>		
How frequently do these, or similar, situations occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Long-term Outcomes				
<u>Example Situations and Events:</u> <i>Long-term combat operations</i> <i>Multiple organizational setbacks/failures</i> <i>New threats</i> <i>Rapidly changing situation</i> <i>Change in leadership</i>				
How frequently do these, or similar, situations occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Mission				
<u>Example Situations and Events:</u> <i>Ambiguous mission</i> <i>Number of concurrent goals</i> <i>Mission complexity</i> <i>Long-term mission</i> <i>New team members</i>			<i>Assignments are varied</i> <i>Unit is facing setbacks</i> <i>New operational procedures</i>	
How frequently do these, or similar, situations occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Short-term Outcomes				
<u>Example Situations and Events:</u> <i>Problem requires specialized knowledge</i> <i>Problem complexity</i> <i>Criticality to mission</i> <i>Distractions</i> <i>High-risk environments</i> <i>Effects on unit members</i>		<i>Demanding tasks</i> <i>Long-term assignments</i> <i>Competitive environment</i> <i>Novel problem</i> <i>Emotionally demanding situation</i> <i>Rapidly changing situation</i>		
How frequently do these, or similar, situations occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Team Network				
<u>Example Situations and Events:</u> <i>Time in unit</i> <i>Situational complexity</i> <i>Task complexity</i> <i>Unit purpose/goal</i> <i>Time limits for decision making</i> <i>Rapidly changing situation</i> <i>Trust</i>				
How frequently do these, or similar, situations occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Team Performance Capabilities				
<u>Example Situations and Events:</u> <i>Amount of situational change</i> <i>Number of concurrent goals</i> <i>Unit motivation</i> <i>Situational ambiguity</i> <i>Task familiarity</i>		<i>Goal demands specialized expertise</i> <i>New unit members</i> <i>Multiple units with different assignments</i> <i>Task complexity</i>		
How frequently do these, or similar, situations occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Team Performance Parameters				
<u>Example Situations and Events:</u> <i>Problem requires multiple types of knowledge</i> <i>Problem requires coordinated action</i> <i>Unit leader needs member commitment</i> <i>Problem complexity</i> <i>Members have autonomous tasks</i> <i>New team members</i> <i>Rapidly changing environment</i> <i>Long-term assignment</i>		<i>Problem is novel</i> <i>Stressful or emotional situation</i> <i>Infrequent contact with unit leaders</i> <i>Task difficulty</i> <i>Variable assignments</i> <i>Geographical distributed team</i> <i>Task complexity</i>		
How frequently do these, or similar, situations occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Team Processes				
Example Situations and Events: <i>Many mission components</i> <i>Variable workload</i> <i>Rapidly changing environments</i> <i>Distinct tasking</i> <i>Unit size</i> <i>Level of unit success</i>		<i>Unit distribution</i> <i>Task interdependence</i> <i>New unit members</i> <i>New unit</i> <i>Unit isolation</i> <i>Time pressure</i>		
How frequently do these, or similar, situations occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Presence of Collective Leadership Behaviors Scale

Collective Leadership Dimension: *Affective Climate*

<i>Sub-dimension: Group Affect</i>				
<u>Example Behaviors:</u>				
Team members discuss frustration when the group is assigned a difficult task.				
Unit leaders consider group feelings when assigning difficult tasks.				
Team members are encouraged to celebrate after completing difficult tasks.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Regulation of Group Emotion</i>				
<u>Example Behaviors:</u>				
Team members calm each other during stressful combat situations.				
Team members address emotions during combat.				
Unit leaders address team member fear during combat.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Affective Norms</i>				
<u>Example Behaviors:</u>				
Unit leaders attempt to actively regulate group feelings during combat.				
Team members confront issues with other members during times other than combat.				
Team members are encouraged to talk to unit leaders in private about their concerns during combat operations.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Job Stress</i>				
<u>Example Behaviors:</u>				
Team members look forward to difficult tasks.				
Team members are stressed by difficult tasks.				
Unit leaders are concerned with difficult tasks.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Interpersonal Stress</i>				
<u>Example Behaviors:</u> Team members seek each other out after task failure. Team members rely on one another to complete tasks during stressful assignments. Team members are encouraged to ask each other for help with stressful tasks.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Work-life Conflict</i>				
<u>Example Behaviors:</u> Team members discuss problems at home with other team members while deployed. Team members get advice from others about problems caused by deploying. Unit leaders give the time and resources needed for team members to stay in contact with people stateside while deployed.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Distributive Justice</i>				
<u>Example Behaviors:</u> Team members feel reprimands are handed down fairly. Team members feel undesirable tasks are assigned fairly. Team members believe that punishments are based on rules of conduct.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Procedural Justice</i>				
<u>Example Behaviors:</u> Team members are comfortable with the way discipline problems are handled when action must be delayed due to combat. Unit leaders delay punishments in combat situations. Unit leaders hear all sides of a dispute when a decision must be made quickly.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Informational Justice</i>				
<u>Example Behaviors:</u> Unit leaders thoroughly explain the reasons for punishment when punishing team members for complex problems. Team members try to discuss reasons for being punished after punishment is carried out for complex problems. Unit leaders make sure team members understand organizational rules when there are complex issues.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Interactional Justice</i>				
<u>Example Behaviors:</u> Unit leaders encourage team members to support others after punishment has been carried out. Punished team members are treated normally by other team members after punishment. Team members support punished team members.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Collective Leadership Dimension: *Communication*

<i>Sub-dimension: Direction giving language</i>				
Example Behaviors: Unit leaders provide directions when the problem being worked on is highly ambiguous. Team members' roles are well defined when work is ambiguous Time is spent giving directions when work is ambiguous				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Empathetic language</i>				
Example Behaviors: Unit leaders use empathetic language during emotionally demanding situations Team members express emotions during emotionally demanding situations Expressing emotion is acceptable during emotionally demanding situations				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Meaning-making language</i>				
Example Behaviors: Team values are made clear when team members have not worked together before Unit leaders express team values when team members have not worked together before Team objectives are discussed when team members have not worked together before				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Consultation</i>				
Example Behaviors: Unit leader seeks information or opinions from members when he needs information Team members provide expertise when unit leader needs information Consultation encouraged when unit leader needs information from others				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Feedback exchange</i>				
Example Behaviors: Unit leaders provide feedback on solutions when the problem is unfamiliar Team members seek feedback when a problem is unfamiliar Exchanging feedback is encouraged when problems are unfamiliar				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Information sharing</i>				
Example Behaviors: Members exchange information when they have different knowledge Unit leaders encourage sharing information when members have different knowledge Members with different knowledge meet to exchange information				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Mode of communication</i>				
Example Behaviors: Team uses multiple forms of communication in a dispersed network Team uses virtual communication when members are separated Unit leader sends information through network channels when team is dispersed				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Communication norms</i>				
Example Behaviors: Unit leader demonstrates communication norms when members communicate differently Team members define communication channels when team members communicate differently Communication standards are defined when team members communicate differently				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Collective Leadership Dimension: *Leader Network*

<i>Sub-dimension: Connections between actors</i>				
Example Behaviors: The unit leader uses connections between subordinates to access information The unit leader uses connections between subordinates to distribute information about problems The unit leader monitors how information flows through connections between subordinates				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Network size</i>				
Example Behaviors: The unit leader distributes leadership responsibilities when the team is large The unit leader breaks work into teams when the team is large The unit leader delegates responsibilities when the team is large				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Leader Centrality</i>				
Example Behaviors: The unit leader ensures that he is made aware of critical information The unit leader distributes information through team members that are critical to the problem The unit leader gets information from team members that are critical to the problem				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Dispersion of Information</i>				
Example Behaviors: The commander distributes information to team members who have relevant expertise The commander seeks out specific individuals when members have specialized expertise The commander monitors the sharing of information among team members				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Leader Exposure to Network</i>				
Example Behaviors: The unit leader monitors communications among team members when problems are unpredictable The unit leader communicates with different people in the team when problems are unpredictable The unit leader spends time facilitating interaction in the team when problems are unpredictable				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Boundary Spanning</i>				
<u>Example Behaviors:</u> The unit leader interacts with other units when his unit is specialized or has limited information The unit leader spends time coordinating with other units when his unit has a specialized role The unit leader spends time communicating with other organizations or people (e.g., citizens) when his unit's expertise is specialized				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Collective Leadership Dimension: *Leader Skills*

<i>Sub-dimension: Intelligence</i>				
<u>Example Behaviors:</u>				
Unit leaders plan to accomplish multiple goals at the same time in complex situations.				
Unit leaders develop non-standard solutions to new problems.				
Unit leaders consider all available information when making decisions in complex situations.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Foresight</i>				
<u>Example Behaviors:</u>				
Unit leaders regularly develop backup plans in novel situations.				
Unit leaders consider future possibilities when planning in new situations.				
Unit leaders regularly make time to plan in new situations.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Intuition</i>				
<u>Example Behaviors:</u>				
Unit leaders develop new solutions to specific problems.				
Unit leaders make decisions quickly in pressured situations.				
Unit leaders seek general reports of subordinate action for inclusion in their reports.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Wisdom</i>				
<u>Example Behaviors:</u>				
Team members seek personal advice from unit leaders in uncertain situations.				
Team members believe their unit leader has experienced what they are experiencing in uncertain situations.				
Unit leaders function normally under uncertainty.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Creativity</i>				
Example Behaviors: Unit leaders focus on generating good solutions to new problems. Unit leaders generate original solutions to new problems. Unit leaders focus on efficiency when generating solutions to new problems.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Network Awareness</i>				
Example Behaviors: Unit leaders constantly update their knowledge of team member activities in rapidly changing situations. Unit leaders constantly update their knowledge of team member locations in rapidly changing situations. Unit leaders constantly seek intelligence updates in rapidly changing situations.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Network Accuracy</i>				
Example Behaviors: Unit leaders check their understanding of team operations often in complex situations. Team members inform their commander of any changes to the team status in complex situations. Unit leaders rely on continuous communication for team information in complex situations.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Perspective Taking</i>				
Example Behaviors: Unit leaders consider all points of view in static situations. Unit leaders encourage team members to consider other points of view in static situations. Unit leaders' plans address as many people's interests as possible in static situations.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Political Skills</i>				
Example Behaviors: Unit leaders encourage debate for complex problems. Unit leaders delegate many responsibilities for complex problems. Unit leaders allow team members to function with minimal supervision simple problems.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Emotion Regulation</i>				
<u>Example Behaviors:</u> Unit leaders do not visibly display stress during combat. Unit leaders make decisions independent of team member feelings in combat. Team members are unable to tell if unit leaders are under stress in combat.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Communication</i>				
<u>Example Behaviors:</u> Unit leaders offer detailed feedback to team members in in low time pressure situations. Unit leaders regularly repeat information in high time pressure situations. Unit leaders demand fully detailed information in low time pressure situations.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Task Expertise</i>				
<u>Example Behaviors:</u> Unit leaders defer to team member skills for complex tasks. Unit leaders assign multiple team members to work on a complex task. Unit leaders ask their officers for advice when faced with complex tasks.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Leadership Expertise</i>				
<u>Example Behaviors:</u> Unit leaders delegate work for complex tasks. Unit leaders allow team members to complete parts of complex tasks independently. Unit leaders consider past experience when planning complex tasks.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Collective Leadership Dimension: *Leader Structuring and Maintenance of Group*

<i>Sub-dimension: Sensemaking</i>				
<u>Example Behaviors:</u> Unit leaders seek large amounts of tactical and strategic information in ambiguous situations. Unit leaders consult with others in ambiguous situations. Unit leaders spend time building situational awareness in ambiguous situations.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Task Structuring</i>				
<u>Example Behaviors:</u> Extensive training is provided when multiple interdependent tasks must be completed. Backup plans are developed when completing complex missions. Tasks are assigned according to interest in straightforward missions.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Strategic Planning</i>				
<u>Example Behaviors:</u> Unit leaders engage in a high degree of strategic planning when multiple problem solutions are viable. Significant time is allotted for strategic planning when multiple problem solutions are viable. Unit leaders assistants are encouraged to engage in strategic planning when multiple problem solutions are viable.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Personnel Management</i>				
<u>Example Behaviors:</u> Unit leaders focus on selection and development of team members during non-combat operations. Access to personnel is tightly controlled during combat operations. Transfers between teams increase in combat operations.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Resource Management</i>				
Example Behaviors: Resources are distributed according to a strategic plan in a static operating environment. Inventory is continuously monitored in a rapidly changing operating environment. Supplies are delivered just in time for static operating environments.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Collective Leadership Dimension: *Leader-Team Exchange*

<i>Sub-dimension: Empowerment</i>				
<u>Example Behaviors:</u> The unit leader allows team members to make decisions when he has limited contact with them. Team members are self-reliant when they have limited contact with the unit leader. The unit leader does not require team members to run decisions past him when he has little contact with them.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Delegation</i>				
<u>Example Behaviors:</u> The unit leader seeks help from others when there is limited time to solve a problem. Team members are prepared to take on responsibilities when time is limited The unit leader distributes tasks to those with relevant expertise when time is limited to solve the problem.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Shared Leadership</i>				
<u>Example Behaviors:</u> The unit leader enlists the skills of others in the team when he does not have the skills needed for the problem. Individuals sharing the leadership role have different skills. The unit leader distributes leadership tasks to individuals with the relevant expertise.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Consultation</i>				
<u>Example Behaviors:</u> The unit leader seeks out information from team members when he does not have all the needed information. The unit leader schedules meetings with team members to be briefed on new information. Team members provide the unit leader with updates when situations change.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Implementing and Revising Solutions</i>				
<u>Example Behaviors:</u> The unit leader seeks feedback on solutions to complex problems. Group members are encouraged to provide suggestions for improving solutions to complex problems. Team members inform the unit leader when there are problems with implementing a solution to a complex problem.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Leader-Member Exchange</i>				
<u>Example Behaviors:</u> The unit leader gives new members tasks of increasing difficulty to evaluate their skills. The unit leader treats all team members equally in a new team. The unit leader seeks out members who can take on more responsibility in a new team.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Trust</i>				
<u>Example Behaviors:</u> The unit leader encourages members to trust one another when their tasks are related. Members are held accountable to one another when their tasks are related. Members rely on each other to complete group tasks.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Encourage Contact</i>				
<u>Example Behaviors:</u> The unit leader encourages team members to interact with each other when they have specialized knowledge. Members discuss problems with other members that have the expertise they need. The unit leader meets with committees that have information relevant to a problem when members have specialized knowledge.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Expectations for Collaboration</i>				
<u>Example Behaviors:</u> The unit leader explicitly encourages new team members to collaborate. Existing team members collaborate with new team members. The unit leader sets an example by collaborating with team members when there are new team members.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Voice</i>				
<u>Example Behaviors:</u> The unit leader requests team member opinions during difficult situations. Members express concerns when situations are difficult. Team members are encouraged to expressing concerns if problems arise during a difficult task.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Sensegiving</i>				
<u>Example Behaviors:</u> Members exposed to the problem relay information to the unit leader . The unit leader communicates with team members to locate problems when they have more exposure to problems. Team members brief the unit leader on problems relevant to their expertise.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Collective Leadership Dimension: *Long-Term Outcomes*

<i>Sub-dimension: Growth</i>				
<u>Example Behaviors:</u>				
Unit leaders bring in new personnel to meet needs during long-term combat operations.				
Team members are rotated periodically to fulfill career development needs during long-term combat operations.				
During long-term combat operations the organization develops skills necessary to address future operations.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Survival</i>				
<u>Example Behaviors:</u>				
Resource and personnel levels remain unchanged after multiple failures or setbacks.				
Unit leaders are able to distribute staff and resources based on tactical needs following failures or setbacks.				
Team members are committed to the mission following failures or setbacks.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Innovation</i>				
<u>Example Behaviors:</u>				
Unit leaders develop new tactics for addressing new threats.				
The team has access to new equipment to address problems posed by new threats.				
Unit leaders consult with team members on their need for new equipment to address problems posed by new threats.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Adaptability</i>				
<u>Example Behaviors:</u>				
Unit leaders change tactics and team structure to meet rapidly changing situations.				
The team quickly makes decisions on possible actions in rapidly changing environments.				
Resources and personnel are quickly shifted to meet needs in rapidly changing environments.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Organizational Culture</i>				
Example Behaviors: Current operations are relatively unaffected by changes in leadership. Communication between unit leaders and teams remains stable during changes in leadership. Team members communicate the same values and mission to new team members during changes in leadership.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Collective Leadership Dimension: *Mission*

<i>Sub-dimension: Define Problem</i>				
Example Behaviors: Unit leaders explicitly define problems that may be faced when the mission is unclear. Unit leaders request feedback from the team on what they may be confused about when the mission is unclear. Team members are assigned to work on specific parts of problems when the mission is unclear.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Prioritize Goals</i>				
Example Behaviors: Unit leaders tell the team which goals are most important when there are multiple goals. The most experienced team members are assigned exclusively to high priority goals when there are multiple goals. Unit leaders provide input on only a few parts of the mission when there are multiple goals.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Elaborate Strategies</i>				
Example Behaviors: Unit leaders lay out the specific strategies team members will need to use when the mission is complex. Team members receive specific instructions on each aspect of their assignments when the mission is complex. Team members to coach one another on how to complete goals when the mission is complex.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Clarify Ultimate Objectives</i>				
Example Behaviors: Unit leaders regularly remind their team of ultimate objectives when the mission is long-term. The team's assignments are all explained in terms of ultimate objectives when the missions is long-term. Unit leaders request regularly updates on progress toward ultimate objectives when the mission is long-term				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Reiterate Team Values</i>				
<u>Example Behaviors:</u> Unit leaders reiterate team values when new members are added. Team members emphasize the importance of team values when new members are added. Missions are discussed in terms of their relation to team values when new members are added.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Creating a Shared Purpose</i>				
<u>Example Behaviors:</u> Unit leaders explain how all team members are contributing to the overall mission when assignments are dissimilar. Unit leaders encourage groups to update one another on progress toward the overall mission when assignments are dissimilar. Unit leaders explicitly state the overall mission to the team when assignments are dissimilar.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Inspirational Motivation</i>				
<u>Example Behaviors:</u> Unit leaders give motivational speeches when the team is facing setbacks. Team members are encouraged to rally one another when the team is facing setbacks. Unit leaders discourage the expression of negative feelings when the team is facing setbacks.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Idealized Influence</i>				
<u>Example Behaviors:</u> Unit leaders are held up as examples of how to behave when there are new operational procedures. Unit leaders actively display appropriate behaviors when there are new operational procedures. Team members encourage one another to go to unit leaders for guidance on new operational procedures.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Collective Leadership Dimension: *Organizational Context*

<i>Sub-dimension: Leadership Skill Among Workforce</i>				
Example Behaviors: Members are regularly given opportunities to take on leadership roles. All members undergo leadership training or development activities. Organization recruits individuals willing to take on leadership responsibility.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Available Expertise</i>				
Example Behaviors: Organization has extensive training and development system. Organization recruits members with a variety of relevant expertise. Organization is structured to facilitate sharing of expertise.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Rigid Hierarchy</i>				
Example Behaviors: Hierarchy in organization gives members opportunity to develop leadership skills. Organization hierarchy can be adapted as needed. Leadership is not dependent on position in the organizational hierarchy.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Collective Work Flow</i>				
Example Behaviors: Majority of work is conducted in project teams. Tasks of team members are interdependent. Flow of information is not restricted within the work team.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Decentralization</i>				
<u>Example Behaviors:</u> Members are given control of their work. Work teams can take autonomous action. Organization hierarchy has multiple chains of command.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Values Collaboration</i>				
<u>Example Behaviors:</u> Organization leaders discuss the importance of members collaborating with one another. Members are rewarded for collaborating on problem solutions. Organization values problem solutions that multiple members have contributed to.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Values Information Sharing</i>				
<u>Example Behaviors:</u> Organization structure facilitates distribution of information. Organization encourages socializing and communication among members. Members have access to multiple forms of communication.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Promotes Idea that Power can be Shared</i>				
<u>Example Behaviors:</u> High level leaders show how the leadership role can be shared. Middle and low level leaders are encouraged to delegate responsibilities. Members are rewarded for taking on leadership responsibilities when they have relevant expertise.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Professionalism</i>				
<u>Example Behaviors:</u> Team members use approved lines of communication. Team members show respect to lower ranking team members. Team members follow and enforce standard operating procedures within the team.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Integrity</i>				
<u>Example Behaviors:</u> Team members accept blame for mistakes. Unit leaders order team members to do tasks they would do themselves. Team members prefer the whole team get credit for team accomplishments.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Collective Leadership Dimension: *Setting*

<i>Sub-dimension: Choice Optimization</i>				
Example Behaviors: The team discusses alternative solutions that might prove effective in solving problems. Unit leaders have multiple solutions available and discuss with team members the best potential solution. Team members identify the best action to solve problems.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Complexity and Ambiguity</i>				
Example Behaviors: The details of a situation the team is in and problems they are facing are difficult to understand. Teams must consult with other teams and unit leaders in order to solve a problem. To effectively solve a problem, thorough planning needs to be done before taking action.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Novelty</i>				
Example Behaviors: Team members have no experience with the situation they are in and problems they are facing. Unit leaders must come up with new tactics to solve a problem. Unit leaders need to consult with others outside the team for more information on a problem.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Resource Availability</i>				
Example Behaviors: The team must repair and re-use equipment for short periods before getting new supplies. Team members report potential problems with equipment or supplies. Unit leaders receive new equipment quickly to deal with emerging problems.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Lack of Social/Structural Support</i>				
<u>Example Behaviors:</u> Team members feel they must rely on themselves to solve problems. Unit leaders are unlikely to listen to team members' concerns. Team members do not believe that they will be treated fairly by the organization and others on the team.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Social or Structural Support Within the Team</i>				
<u>Example Behaviors:</u> Team members congratulate each other after receiving citations. Team members point out potential problems to other team members in order for them to succeed. Team members seek help with difficult tasks from other team members.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Team Workload</i>				
<u>Example Behaviors:</u> Team members spend a majority of their time working on assigned tasks. The team is widely known for its accomplishments. Team members often complain about too much to do.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Team Expertise</i>				
<u>Example Behaviors:</u> Team members have experience with the task at hand. Unit leaders rely on team member knowledge when making decisions. The team is often called on to help with very specific problems.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Communication between Members</i>				
<u>Example Behaviors:</u> Team members often ask each other for help. Unit leaders spend much of their time talking to subordinates. Team members often know information because a team member told them.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Collective Leadership Dimension: *Short-Term Outcomes*

<i>Sub-dimension: Problem Solved</i>				
Example Behaviors: Unit leaders ask expert team members for their insights to solve problems. Unit leaders defer to knowledgeable team members to solve problems. Team members freely suggest solutions to problems when they have relevant experience.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Solution Creativity</i>				
Example Behaviors: Unit leaders defer to knowledgeable team members to develop creative solutions to complex problems. Unit leaders make time to develop creative solutions for complex problems. Standard approaches are used to solve simple problems.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Solution Quality</i>				
Example Behaviors: Problems critical to mission success are given priority over other problems. Solutions to mission critical problems are developed after extensive planning. Solutions to mission critical problems are often the result of unit leaders consulting with team members.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Efficiency</i>				
Example Behaviors: Team members focus on one problem at a time in complex situations. Team members focus on the job at hand when completing simple tasks. Team members finish tasks quickly in complex situations.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Safety</i>				
<u>Example Behaviors:</u> Team members check equipment before entering dangerous situations. Unit leaders order team members to attend safety training. Team members point out all possible threats.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Decision Acceptance</i>				
<u>Example Behaviors:</u> Unit leaders encourage team member input into decisions that will affect the whole team. Team members rarely argue against decisions made that affect the team. Team members explain to others why a decision was made when it affects the team.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Satisfaction</i>				
<u>Example Behaviors:</u> Members are willing to go above and beyond required performance during difficult assignments. Members are willing to work with their teams again following a demanding problem. Members would be willing to work under a unit leader again following completion of a difficult problem.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Trust</i>				
<u>Example Behaviors:</u> Members willingly rely on one another in dangerous situations. Unit leaders trust members with leadership responsibilities during critical situations. Members feel they can rely on the performance of their team members in dangerous situations.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Commitment to the team</i>				
<u>Example Behaviors:</u> Members are committed to the long-term goal of the team during long assignments. Members think of themselves as a team on long assignments. Members are committed to the unit leader's objectives for the team on long assignments.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Perceptions of Justice</i>				
<u>Example Behaviors:</u> Members believe that information is distributed in a fair way. Members believe that rewards and consequences are administered fairly. Members believe the unit leader treats all members of the teams fairly.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Voice</i>				
<u>Example Behaviors:</u> Members contribute ideas for solving unfamiliar problems. Members can take on a leadership role when they have the relevant knowledge needed for a new problem. The unit leader seeks information from members when the problem is unfamiliar.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Perceived Social Support</i>				
<u>Example Behaviors:</u> Members encourage each other during stressful situations. Members believe the unit leader is available for support during difficult situations. Members confide in one another during stressful situations.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Cohesion</i>				
<u>Example Behaviors:</u> Members are able to respond with minimal time spent coordinating activities when the situation changes quickly. Members respond as a unit when problems emerge. Members know who has the expertise to take charge when a problem arises.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Collective Leadership Dimension: *Team Network*

<i>Sub-dimension: Connections between actors</i>				
Example Behaviors: New team members are encouraged to ask other members for assistance. Newly formed teams spend time outside of work together. Unit leaders have experienced team members mentor new team members.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Network Size</i>				
Example Behaviors: Unit leaders rely on multiple people to collect information in complex situations. Team members rely on the work produced by others for complex jobs. The team relies on outside help when performing tasks in complex jobs.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Network Density</i>				
Example Behaviors: Team members are encouraged to solicit feedback from others when engaged in complex tasks. Team members communicate with one another on complex tasks. Team members are encouraged to voice concerns about critical assignments.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Team's Centrality Among Other Teams</i>				
Example Behaviors: Teams working on critical projects are given access to the resources of other teams. The team is encouraged to consult with other teams when presented with an important problem. Unit leaders check progress of other teams on tasks relevant to the mission.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Centrality of Team's Leader</i>				
<u>Example Behaviors:</u> Unit leaders are given only critical information when an immediate decision is necessary. Unit leaders consult all information sources when a decision is not needed immediately. Team members seek out feedback from the unit leader when a decision is not needed immediately.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Information Gathering</i>				
<u>Example Behaviors:</u> Team members gather information from one another often in rapidly changing situations. The team gathers information from multiple sources in rapidly changing situations. Unit leaders distribute information to the whole team in stable situations.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Knowledge of Other Members' Networks</i>				
<u>Example Behaviors:</u> Team members have similar contacts as others in their team. Team members discuss the dynamics of the team with other members. Unit leaders encourage team members to discuss the purpose of assignments with other team members.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Familiarity</i>				
<u>Example Behaviors:</u> Unit leaders encourage new team members to spend time off-duty with the team. New team members are briefed on projects they are not directly involved with. Team members offer their background information to new members.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Collective Leadership Dimension: *Team Performance Capabilities*

<i>Sub-dimension: Adaptive Performance</i>				
<u>Example Behaviors:</u>				
The team changes operating procedures when the situation is fluid.				
The unit leader defines team goals based on short-term goals when the situation is fluid.				
Team member roles are less clearly structured when the situation is fluid.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Spontaneous Collaboration</i>				
<u>Example Behaviors:</u>				
Team members collaborate without direct input from unit leaders when a number of goals need to be completed.				
Unit leaders encourage collaboration between team members when a number of goals need to be completed.				
Unit leaders do not require oversight for the work of all team members when a number of goals need to be completed.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Decision Acceptance Among Team</i>				
<u>Example Behaviors:</u>				
Unit leaders allow team members to openly debate prior to decision making when team motivation is low.				
Feedback is solicited from team members prior to decision making when team motivation is low.				
Unit leaders require consensus on decisions when team motivation is low.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Shared Situational Awareness</i>				
<u>Example Behaviors:</u>				
Team members check their current understanding of the situation with one another when the situation is ambiguous.				
Unit leaders spend time defining the current situation when the situation is ambiguous.				
Team members regularly request updates from unit leaders when the situation is ambiguous.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Collective Efficacy</i>				
<u>Example Behaviors:</u> Unit leaders regularly assure the team of their ability to complete unfamiliar tasks. Team members receive more positive feedback than usual when working on unfamiliar tasks. Team members exchange information on how to complete an unfamiliar task.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Network Sharing</i>				
<u>Example Behaviors:</u> Team members exchange information on their networks when specialized expertise is needed. Unit leaders gather information on team member's networks when specialized expertise is needed. Unit leaders encourage team members to share information on their networks when specialized expertise is needed.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Intuitive Working Relations</i>				
<u>Example Behaviors:</u> Unit leaders encourage mentoring by more experienced team members when new members are added. Team procedures are regularly defined when new members are added. Unit leaders enforce strict assignments when new team members are added.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Coordination</i>				
<u>Example Behaviors:</u> Unit leaders spend time clarifying roles when teams have different assignments. Teams request input from unit leaders regularly when teams have different assignments. Teams spend time updating one another when they have different assignments.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Distributed Leadership Capacity</i>				
<u>Example Behaviors:</u> Unit leaders encourage team members to engage in leadership functions during complex tasks. Teams make decisions without command input during complex tasks. Team members with expertise take the lead during complex tasks.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Role Clarity</i>				
<u>Example Behaviors:</u> Unit leaders spend time defining roles when a task is unfamiliar. Team members avoid working outside their assigned role when a task is unfamiliar. Guidelines for roles are explicitly stated when a task is unfamiliar.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Collective Leadership Dimension: *Team Performance Parameters*

<i>Sub-dimension: Information Sharing</i>				
<u>Example Behaviors:</u>				
Unit leader encourages members with different expertise to work together when a problem requires multiple types of knowledge.				
Members seek input from one another when they do not have the knowledge required.				
Members are aware of the expertise that other members have.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Task Interdependence</i>				
<u>Example Behaviors:</u>				
Members monitor each others' progress when they are dependent on each others' work.				
Unit leader coordinates individual tasks to accomplish the team goal.				
Members communicate their status to coordinate their work with other members.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Concurrence Seeking</i>				
<u>Example Behaviors:</u>				
Unit leader seeks input from members in solving problems.				
Problem solutions must be agreed upon before they are implemented.				
Unit leader encourages members to work together to find a solution.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Collaborative Problem-Solving</i>				
<u>Example Behaviors:</u>				
Members meet to work on difficult problems together.				
Unit leader divides the responsibilities of solving difficult problems.				
Unit leader coordinates team members working together when the problem is difficult.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Establishing a Shared Goal</i>				
Example Behaviors: Unit leader shows how each member's work helps achieve the overall goal. Members use their personal expertise to help achieve the overall goal. Unit leader defines the goal of the team when members work independently.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: In-Grouping</i>				
Example Behaviors: Unit leader discusses the defining characteristics of the team. Senior members share the group's rules and values with new members. Senior members model how problems are solved in the team.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Openness to Feedback</i>				
Example Behaviors: Unit leader seeks feedback when he is unfamiliar with the problem. Members provide opinions on how to handle new problems. Members with relevant knowledge provide feedback to others on unfamiliar problems.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Conflict Management</i>				
Example Behaviors: Unit leader monitors members emotions during stressful situations. Members discourage internal conflict. Unit leaders encourage stress management during emotional situations.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Self Management</i>				
<u>Example Behaviors:</u> The team is free to take action when out of contact with unit leaders. Team members take the lead when out of contact with unit leaders. Completion of assignments is not effected when contact with unit leaders is lost.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Team Stability</i>				
<u>Example Behaviors:</u> Team membership is unlikely to be changed during difficult assignments. New members are brought in during simple assignments. Unit leaders emphasize the importance of members staying with the team during difficult assignments.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Skill Composition</i>				
<u>Example Behaviors:</u> Unit leaders assign members to tasks based on expertise when tasks vary. Team members are selected to have a wide variety of skills when tasks vary. Team members are encouraged to seek out tasks suited to their skills when tasks vary.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Autonomy</i>				
<u>Example Behaviors:</u> Team members are encouraged to make decisions on their own when the team is spread over a wide area. Unit leaders distribute extensive information about the mission to all team members when the team will be spread over a wide area. Unit leaders only request updates on critical parts of the mission when the team is spread over a wide area.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Role Integration</i>				
<u>Example Behaviors:</u> Unit leaders allow team members to work outside their assigned roles in a rapidly changing environment. Unit leaders encourage team members with similar roles to assist one another in a rapidly changing environment. Team members frequently contact members in roles critical to their assignments in rapidly changing environments.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Enabling Interactions</i>				
<u>Example Behaviors:</u> Unit leaders encourage team members to consult with one another on complex tasks before making decisions. Unit leaders encourage team members to give feedback on complex tasks. Team members are made aware of the expertise of other members working on complex tasks.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Preparation for Team Activities</i>				
<u>Example Behaviors:</u> Unit leaders extensively plan before beginning a long-term assignment. Team members are briefed on the overall mission plan before beginning a long-term assignment. Team members with relevant expertise are brought in to consult on plans for long-term assignments.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Collective Leadership Dimension: *Team Processes*

<i>Sub-dimension: Performance Monitoring</i>				
<u>Example Behaviors:</u>				
Team members stay up-to-date on the performance of other team members when a mission has many tasks.				
Unit leaders encourage team members to brief one another on progress when a mission has many tasks.				
Team members give feedback to each other on progress when a mission has many tasks.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Back-Up Behaviors</i>				
<u>Example Behaviors:</u>				
Unit leaders have team members switch between tasks if workload varies among team members.				
Team members volunteer to help when workload varies among team members.				
Team members expect others to step in if a member is unavailable when workload varies among team members.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Adapting to Contingencies and Restrictions</i>				
<u>Example Behaviors:</u>				
The team is able to alter operating procedures in rapidly changing environments.				
Unit leaders encourage team members to closely monitor the environment in rapidly changing environments.				
The team often changes task priorities in rapidly changing environments.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Role Clarity</i>				
<u>Example Behaviors:</u>				
Unit leaders explicitly define work assignments when tasks are distinct.				
Unit leaders discourage switching between assignments when tasks are distinct.				
Team members limit who they work with when tasks are distinct.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Coordination</i>				
<u>Example Behaviors:</u> Unit leaders heavily plan task assignments when the team is large. Team members update one another on the work they are doing when the team is large. Unit leaders closely monitor team needs and progress when the team is large.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Distributed Leadership Capacity</i>				
<u>Example Behaviors:</u> Unit leaders allow team members to take the lead when the team is spread over a large area. Team members regularly make decisions without command feedback when the team is spread over a large area. Mission critical information is conveyed to the entire team when they are spread over a large area.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Cooperation</i>				
<u>Example Behaviors:</u> Unit leaders encourage team members to work together when tasks rely on the success of other tasks. Team members share resources when tasks rely on the success of other tasks. Team members consult with others when decisions may effect multiple tasks.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Culture of Teamwork</i>				
<u>Example Behaviors:</u> Team members state the need to work together to new team members. Unit leaders reward cooperation in front of new team members. Unit leaders tell new team members the reasons that teamwork is important.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Collective Focus</i>				
<u>Example Behaviors:</u> Unit leaders encourage team members to think of the team's needs first when the team is new. Unit leaders explain assignments in terms of the team instead of individuals when the team is new. Team members are encouraged to take pride in team membership when the team is new.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Cohesion</i>				
<u>Example Behaviors:</u> Unit leaders allow less formality when the team is together for long periods away from home. Team members are encouraged to develop friendships with other members when the team is together for long periods away from home. Unit leaders use resources to set up social activities when the team is together for long periods away from home.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Commitment</i>				
<u>Example Behaviors:</u> Unit leaders remind the team of the mission's importance when the team has had difficulty completing objectives. Team members take time to state their commitment to the team when the team has had difficulty completing objectives. Unit leaders take time to tell individual team members of their importance when the team has had difficulty completing objectives.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

<i>Sub-dimension: Trust</i>				
<u>Example Behaviors:</u> Unit leaders allow team members more flexibility in decision making when the team has little time to complete an objective. Unit leaders are less likely to require status updates when the team has little time to complete an objective. Team members do not monitor the work of other team members when the team has little time to complete an objective.				
How frequently do these, or similar, behaviors occur?				
Never (1)	Sometimes (2)	Somewhat frequently (3)	Regularly (4)	Always (5)

Effectiveness of Collective Leadership Scale

Collective Leadership Dimension: *Affective Climate*

<i>Sub-dimension: Group Affect</i>				
To what degree is group affect effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members ignore frustration when the group is assigned a difficult task.				Team members discuss frustration when the group is assigned a difficult task.
Team members ignore group feelings when assigning difficult tasks.				Unit leaders consider group feelings when assigning difficult tasks.
Unit leaders discourage celebrating after completing difficult tasks.				Team members are encouraged to celebrate after completing difficult tasks.

<i>Sub-dimension: Regulation of Group Emotion</i>				
To what degree is regulation of group emotion effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members express their stress to each other in stressful combat situations.				Team members calm each other during stressful combat situations.
Team members ignore emotions during combat.				Team members address emotions during combat.
Unit leaders ignore team member fear during combat.				Unit leaders address team member fear during combat.

<i>Sub-dimension: Affective Norms</i>				
To what degree are affective norms effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders attempt to suppress group feelings during combat.				Unit leaders attempt to actively regulate group feelings during combat.
Team members confront issues with other members during combat.				Team members confront issues with other members during times other than combat.
Team members are encouraged to talk to other team members about their concerns during combat operations.				Team members are encouraged to talk to unit leaders in private about their concerns during combat operations.

<i>Sub-dimension: Job Stress</i>				
To what degree is job stress effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members are discouraged by difficult tasks.				Team members look forward to difficult tasks.
Team members are stressed by simple tasks.				Team members are stressed by difficult tasks.
Unit leaders are concerned with simple tasks.				Unit leaders are concerned with difficult tasks.

<i>Sub-dimension: Interpersonal Stress</i>				
To what degree is interpersonal stress effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members avoid each other after task failure.				Team members seek each other out after task failure.
Team members do not rely on others to complete tasks during stressful assignments.				Team members rely on one another to complete tasks during stressful assignments.
Team members avoid asking for help with stressful tasks.				Team members are encouraged to ask each other for help with stressful tasks.

<i>Sub-dimension: Work-life conflict</i>				
To what degree is work-life conflict effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members avoid discussing problems at home when deployed.				Team members discuss problems at home with other team members while deployed.
Team members do not get advice from others about problems caused by deploying.				Team members get advice from others about problems caused by deploying.
Unit leaders discourage team members from contacting people stateside while deployed.				Unit leaders give the time and resources needed for team members to stay in contact with people stateside while deployed.

<i>Sub-dimension: Distributive Justice</i>				
To what degree is distributive justice effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members feel some people get preferential treatment when reprimands are handed down.				Team members feel reprimands are handed down fairly.
Team members feel undesirable tasks are assigned to those the unit leaders dislike.				Team members feel undesirable tasks are assigned fairly.
Team members believe that punishments are based on the personal feelings of unit leaders.				Team members believe that punishments are based on rules of conduct.

<i>Sub-dimension: Procedural Justice</i>				
To what degree is procedural justice effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members are uncomfortable with the way discipline problems are handled when action must be delayed due to combat.				Team members are comfortable with the way discipline problems are handled when action must be delayed due to combat.
Unit leaders carry out punishments immediately in combat situations.				Unit leaders delay punishments in combat situations.
Unit leaders rely on what they know about a dispute when a decision must be made quickly.				Unit leaders hear all sides of a dispute when a decision must be made quickly.

<i>Sub-dimension: Informational Justice</i>				
To what degree is informational justice effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders briefly explain reasons for punishment when punishing team members for complex problems.				Unit leaders thoroughly explain the reasons for punishment when punishing team members for complex problems.
Team members try to forget reasons for being punished after punishment is carried out for complex problems.				Team members try to discuss reasons for being punished after punishment is carried out for complex problems.
Unit leaders assume team members understand organizational rules when there are complex issues.				Unit leaders make sure team members understand organizational rules when there are complex issues.

<i>Sub-dimension: Interactional Justice</i>				
To what degree is interactional justice effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders discourage team members from supporting others after punishment has been carried out.				Unit leaders encourage team members to support others after punishment has been carried out.
Punished team members are ignored by other team members after punishment.				Punished team members are treated normally by other team members after punishment.
Team members leave punished team members alone.				Team members support punished team members.

Collective Leadership Dimension: *Communication*

<i>Sub-dimension: Direction giving language</i>				
To what degree is direction giving language effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders provide directions when the problem being worked on is unambiguous.				Unit leaders provide directions when the problem being worked on is highly ambiguous.
Team members' roles are well defined when work is unambiguous				Team members' roles are well defined when work is ambiguous
Time is spent giving directions when work is unambiguous				Time is spent giving directions when work is ambiguous

<i>Sub-dimension: Empathetic language</i>				
To what degree is empathetic language effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders do not use empathetic language during emotionally demanding situations				Unit leaders use empathetic language during emotionally demanding situations
Team members do not express emotions during emotionally demanding situations				Team members express emotions during emotionally demanding situations
Expressing emotion is discouraged during emotionally demanding situations				Expressing emotion is acceptable during emotionally demanding situations

<i>Sub-dimension: Meaning-making language</i>				
To what degree is meaning-making language effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team values are made clear when team members have worked together before				Team values are made clear when team members have not worked together before
Unit leaders express team values when team members have worked together before				Unit leaders express team values when team members have not worked together before
Time is spent discussing objectives when team members have worked together before				Team objectives are discussed when team members have not worked together before

<i>Sub-dimension: Consultation</i>				
To what degree is consultation effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leader seeks information or opinions from members when he needs information				Unit leader seeks information or opinions from members when he needs information
Team members provide expertise when unit leaders have required information				Team members provide expertise when unit leader needs information
Consultation encouraged at all times				Consultation encouraged when unit leader needs information from others

<i>Sub-dimension: Feedback Exchange</i>				
To what degree is feedback exchange effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders provide feedback on solutions when problem is familiar				Unit leaders provide feedback on solutions when the problem is unfamiliar
Team members seek feedback when problem is familiar				Team members seek feedback when a problem is unfamiliar
Exchanging feedback is encouraged when problems are familiar				Exchanging feedback is encouraged when problems are unfamiliar

<i>Sub-dimension: Information Sharing</i>				
To what degree is information sharing effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Members exchange information when they have the same knowledge				Members exchange information when they have different knowledge
Unit leaders encourage sharing information when members have the same knowledge				Unit leaders encourage sharing information when members have different knowledge
Members with similar knowledge meet to exchange information				Members with different knowledge meet to exchange information

<i>Sub-dimension: Mode of communication</i>				
To what degree is mode of communication effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team uses single communication of communication in a dispersed network				Team uses multiple forms of communication in a dispersed network
Team uses virtual communication when members are in close vicinity				Team uses virtual communication when members are separated
Unit leader sends information through network channels when he has direct access to team members				Unit leader sends information through network channels when team is dispersed

<i>Sub-dimension: Communication norms</i>				
To what degree are communication norms effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leader demonstrates communication norms when members communicate in the same way				Unit leader demonstrates communication norms when members communicate differently
Team members define communication channels when team members communicate the same way				Team members define communication channels when team members communicate differently
Communication standards are defined when team members communicate the same way				Communication standards are defined when team members communicate differently

Collective Leadership Dimension: *Leader Network*

<i>Sub-dimension: Connections between actors</i>				
To what degree are connections between actors effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The unit leader ignores connections between subordinates when trying to access information				The unit leader uses connections between subordinates to access information
The unit leader ignores connections between subordinates when distributing information about problems				The unit leader uses connections between subordinates to distribute information about problems
The unit leader does not monitor how information flows through connections between subordinates				The unit leader monitors how information flows through connections between subordinates

<i>Sub-dimension: Network size</i>				
To what degree is network size effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The unit leader does not distribute leadership responsibilities when the team is large				The unit leader distributes leadership responsibilities when the team is large
The unit leader breaks work into teams when the team is small				The unit leader breaks work into teams when the team is large
The unit leader delegates responsibilities when the team is small				The unit leader delegates responsibilities when the team is large

<i>Sub-dimension: Leader centrality</i>				
To what degree leader centrality effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The unit leader ensures that he is made aware of all information				The unit leader ensures that he is made aware of critical information
The unit leader always distributes information through the same individuals				The unit leader distributes information through team members that are critical to the problem
The unit leader always seeks out information from the same individuals				The unit leader gets information from team members that are critical to the problem

<i>Sub-dimension: Dispersion of information</i>				
To what degree is dispersion of information effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The unit leader distributes all information to every team member				The unit leader distributes information to team members who have relevant expertise
The unit leader asks entire team for information when members have specialized expertise				The unit leader seeks out specific individuals when members have specialized expertise
The unit leader does not monitor the sharing of information among team members				The unit leader commander monitors the sharing of information among team members

<i>Sub-dimension: Leader exposure to network</i>				
To what degree is leader exposure to network effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The unit leader monitors communications among team members when there are few unexpected problems				The unit leader monitors communications among team members when problems are unpredictable
The unit leader communicates with different members of the team when there are few unexpected problems				The unit leader communicates with different people in the team when problems are unpredictable
The unit leader spends time encouraging interaction in the team when there are few unexpected problems				The unit leader spends time facilitating interaction in the team when problems are unpredictable

<i>Sub-dimension: Boundary spanning</i>				
To what degree is boundary spanning effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The unit leader interacts with other units when his unit has a variety of information				The unit leader interacts with other units when his unit is specialized or has limited information
The unit leader spends time coordinating with other units when his unit is self-contained				The unit leader spends time coordinating with other units when his unit has a specialized role
The unit leader spends time communicating with other organizations or people (e.g., citizens) when his unit has the required expertise				The unit leader spends time communicating with other organizations or people (e.g., citizens) when his unit's expertise is specialized

Collective Leadership Dimension: *Leader Skills*

Sub-dimension: Intelligence				
To what degree is the leader's intelligence effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders plan to accomplish one goal at a time in complex situations.				Unit leaders plan to accomplish multiple goals at the same time in complex situations.
Unit leaders rely on standard solutions when dealing with new problems.				Unit leaders develop non-standard solutions to new problems.
Unit leaders consider immediately available information when making decisions in complex situations.				Unit leaders consider all available information when making decisions in complex situations.
Sub-dimension: Foresight				
To what degree is the leader's foresight effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders develop backup plans only when the situation calls for it.				Unit leaders regularly develop backup plans in novel situations.
Unit leaders consider future possibilities when planning in new situations.				Unit leaders consider future possibilities when planning in new situations.
Unit leaders rarely make time to plan in new situations.				Unit leaders regularly make time to plan in new situations.
Sub-dimension: Intuition				
To what degree is the leader's intuition effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders develop new solutions to general problems.				Unit leaders develop new solutions to specific problems.
Unit leaders make decisions quickly in non-pressured situations.				Unit leaders make decisions quickly in pressured situations.
Unit leaders seek detailed reports of subordinate action for inclusion in their reports.				Unit leaders seek general reports of subordinate action for inclusion in their reports.
Sub-dimension: Wisdom				
To what degree is the leader's wisdom effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members often avoid seeking personal advice from unit leaders in uncertain situations.				Team members seek personal advice from unit leaders in uncertain situations.
Team members doubt their unit leader has experienced what they are experiencing in uncertain situations.				Team members believe their unit leader has experienced what they are experiencing in uncertain situations.
Unit leaders have difficulty functioning under uncertainty.				Unit leaders function normally under uncertainty.

<i>Sub-dimension: Creativity</i>				
To what degree is the leader's creativity effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders focus on generating many solutions to new problems.				Unit leaders focus on generating good solutions to new problems.
Unit leaders generate original solutions to common problems.				Unit leaders generate original solutions to new problems.
Unit leaders focus on agreement from the team when generating solutions to new problems.				Unit leaders focus on efficiency when generating solutions to new problems.

<i>Sub-dimension: Network Awareness</i>				
To what degree is the leader's network awareness effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders constantly update their knowledge of team member activities in static situations.				Unit leaders constantly update their knowledge of team member activities in rapidly changing situations.
Unit leaders constantly update their knowledge of team member locations in static situations.				Unit leaders constantly update their knowledge of team member locations in rapidly changing situations.
Unit leaders constantly seek intelligence updates in static situations.				Unit leaders constantly seek intelligence updates in rapidly changing situations.

<i>Sub-dimension: Network Accuracy</i>				
To what degree is the leader's network accuracy effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders check their understanding of team operations often in familiar situations.				Unit leaders check their understanding of team operations often in complex situations.
Team members inform their commander of any changes to the team status in familiar situations.				Team members inform their commander of any changes to the team status in complex situations.
Unit leaders rely on continuous communication for team information in familiar situations.				Unit leaders rely on continuous communication for team information in complex situations.

<i>Sub-dimension: Perspective Taking</i>				
To what degree is the leader's perspective taking effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders consider all points of view in static situations.				Unit leaders consider all points of view in rapidly changing situations.
Unit leaders encourage team members to consider other points of view in static situations.				Unit leaders encourage team members to consider other points of view in rapidly changing situations.
Unit leaders' plans address as many people's interests as possible in static situations.				Unit leaders' plans address as many people's interests as possible in rapidly changing situations.

<i>Sub-dimension: Political Skills</i>				
To what degree are the leader's political skills effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders encourage debate for simple problems.				Unit leaders encourage debate for complex problems.
Unit leaders delegate many responsibilities for simple problems.				Unit leaders delegate many responsibilities for complex problems.
Unit leaders allow team members to function with minimal supervision when solving complex problems.				Unit leaders allow team members to function with minimal supervision simple problems.

<i>Sub-dimension: Emotion Regulation</i>				
To what degree is the leader's emotion regulation effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders are visibly stressed during combat.				Unit leaders do not visibly display stress during combat.
Unit leaders' decisions are dependent on team member feelings in combat.				Unit leaders make decisions independent of team member feelings in combat.
Team members are able to tell if unit leaders are under stress in combat.				Team members are unable to tell if unit leaders are under stress in combat.

<i>Sub-dimension: Communication</i>				
To what degree is the leader's communication effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders offer detailed feedback to team members in high time pressure situations.				Unit leaders offer detailed feedback to team members in low time pressure situations.
Unit leaders regularly repeat information in low time pressure situations.				Unit leaders regularly repeat information in high time pressure situations.
Unit leaders demand fully detailed information in high time pressure situations.				Unit leaders demand fully detailed information in low time pressure situations.

<i>Sub-dimension: Task Expertise</i>				
To what degree is the leader's task expertise effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders defer to team member skills for simple tasks.				Unit leaders defer to team member skills for complex tasks.
Unit leaders assign multiple team members to work on a simple task.				Unit leaders assign multiple team members to work on a complex task.
Unit leaders ask their officers for advice when faced with simple tasks.				Unit leaders ask their officers for advice when faced with complex tasks.

<i>Sub-dimension: Leadership Expertise</i>				
To what degree is the leader's leadership expertise effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders delegate work for simple tasks.				Unit leaders delegate work for complex tasks.
Unit leaders closely supervise team members when completing parts of complex tasks.				Unit leaders allow team members to complete parts of complex tasks independently.
Unit leaders consider current problems when planning complex tasks.				Unit leaders consider past experience when planning complex tasks.

Collective Leadership Dimension: *Leader Structuring and Maintenance of Group*

<i>Sub-dimension: Sensemaking</i>				
To what degree is sensemaking effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders seek large amounts of tactical and strategic information in typical situations.				Unit leaders seek large amounts of tactical and strategic information in ambiguous situations.
Unit leaders consult with others in typical situations.				Unit leaders consult with others in ambiguous situations.
Unit leaders spend time building situational awareness in typical situations.				Unit leaders spend time building situational awareness in ambiguous situations.

<i>Sub-dimension: Task Structuring</i>				
To what degree is task structuring effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Extensive training is provided when simple tasks must be completed.				Extensive training is provided when multiple interdependent tasks must be completed.
Backup plans are developed when completing simple missions.				Backup plans are developed when completing complex missions.
Tasks are assigned according to interest in complex missions.				Tasks are assigned according to interest in straightforward missions.

<i>Sub-dimension: Strategic Planning</i>				
To what degree is strategic planning effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders engage in a high degree of strategic planning when few problem solutions are viable.				Unit leaders engage in a high degree of strategic planning when multiple problem solutions are viable.
Significant time is allotted for strategic planning when few problem solutions are viable.				Significant time is allotted for strategic planning when multiple problem solutions are viable.
Unit leaders assistants are encouraged to engage in strategic planning when few problem solutions are viable.				Unit leaders assistants are encouraged to engage in strategic planning when multiple problem solutions are viable.

<i>Sub-dimension: Personnel Management</i>				
To what degree is personnel management effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders focus on selection and development of team members during combat operations.				Unit leaders focus on selection and development of team members during non-combat operations.
Access to personnel is tightly controlled during non-combat operations.				Access to personnel is tightly controlled during combat operations.
Transfers between teams increase in non-combat operations.				Transfers between teams increase in combat operations.

<i>Sub-dimension: Resource Management</i>				
To what degree is resource management effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Resources are distributed according to a strategic plan in a rapidly changing operating environment.				Resources are distributed according to a strategic plan in a static operating environment.
Inventory is continuously monitored in a static operating environment.				Inventory is continuously monitored in a rapidly changing operating environment.
Supplies are delivered just in time for rapidly changing operating environments.				Supplies are delivered just in time for static operating environments.

Collective Leadership Dimension: *Leader-Team Exchange*

<i>Sub-dimension: Empowerment</i>				
To what degree is empowerment effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The unit leader does not allow team members to make decisions when he has limited contact with them.				The unit leader allows team members to make decisions when he has limited contact with them.
Team members are reliant on the unit leader's approval when he has limited contact with them.				Team members are self-reliant when they have limited contact with the unit leader .
The unit leader requires all decisions to be run past him when he has little contact with them.				The unit leader does not require team members to run decisions past him when he has little contact with them.

<i>Sub-dimension: Delegation</i>				
To what degree is delegation effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The unit leader works alone when there is limited time to solve a problem.				The unit leader seeks help from others when there is limited time to solve a problem.
Team members do not take on extra responsibility when time is limited to solve a problem.				Team members are prepared to take on responsibilities when time is limited
The unit leader distributes tasks equally to everyone in the team when time is limited to solve the problem.				The unit leader distributes tasks to those with relevant expertise when time is limited to solve the problem.

<i>Sub-dimension: Shared leadership</i>				
To what degree is shared leadership effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The unit leader does not enlist the skills of others in the team when he does not have the skills required.				The unit leader enlists the skills of others in the team when he does not have the skills needed for the problem.
The individuals sharing the leadership role have the same skills.				Individuals sharing the leadership role have different skills.
The unit leader distributes leadership tasks without regard to experience among team members.				The unit leader distributes leadership tasks to individuals with the relevant expertise.

<i>Sub-dimension: Consultation</i>				
To what degree is consultation effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The unit leader relies on the information he has when solving problems.				The unit leader seeks out information from team members when he does not have all the needed information.
The unit leader relies on individuals to notify him when new information arises.				The unit leader schedules meetings with team members to be briefed on new information.
Team members do not regularly provide the unit leader with updates when situations change.				Team members provide the unit leader with updates when situations change.

<i>Sub-dimension: Implementing and revising solutions</i>				
To what degree is implementing and revising solutions effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The unit leader seeks feedback on all decisions.				The unit leader seeks feedback on solutions to complex problems.
Group members are not encouraged to provide suggestions for improving solutions to complex problems.				Group members are encouraged to provide suggestions for improving solutions to complex problems.
Team members do not inform the unit leader when there are problems with implementing a solution to a complex problem.				Team members inform the unit leader when there are problems with implementing a solution to a complex problem.

<i>Sub-dimension: Leader-Member Exchange</i>				
To what degree is leader-member exchange effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The unit leader assigns difficult tasks to new members.				The unit leader gives new members tasks of increasing difficulty to evaluate their skills.
The unit leader gives some individuals more attention than others in a new team.				The unit leader treats all team members equally in a new team.
The unit leader distributes responsibilities to all individuals equally in a new team.				The unit leader seeks out members who can take on more responsibility in a new team.

<i>Sub-dimension: Trust</i>				
To what degree is trust effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The unit leader does not discuss trust with the team members when their tasks are related.				The unit leader encourages members to trust one another when their tasks are related.
Members are not held accountable to one another when their tasks are related.				Members are held accountable to one another when their tasks are related.
Members do not rely on one another to complete group tasks.				Members rely on each other to complete group tasks.

<i>Sub-dimension: Encourage Contact</i>				
To what degree is encouraging contact effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The unit leader encourages team members to interact with each other when they all have similar knowledge.				The unit leader encourages team members to interact with each other when they have specialized knowledge.
Members rely on the information that they have rather than others with more expertise when solving problems.				Members discuss problems with other members that have the expertise they need.
The unit leader meets with members individually to gather information when members have specialized knowledge.				The unit leader meets with committees that have information relevant to a problem when members have specialized knowledge.

<i>Sub-dimension: Expectations for collaboration</i>				
To what degree is expectations for collaboration effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The unit leader does not explicitly encourage new team members to collaborate.				The unit leader explicitly encourages new team members to collaborate.
Existing team members only collaborate with each other rather than new team members.				Existing team members collaborate with new team members.
The unit leader does not collaborate with team members when there are new team members.				The unit leader sets an example by collaborating with team members when there are new team members.

<i>Sub-dimension: Voice</i>				
To what degree is voice effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The unit leader requests opinions from team members at all times.				The unit leader requests team member opinions during difficult situations.
Members express their opinions in all situations.				Members express concerns when situations are difficult.
Team members are restricted in how they can express their concerns during a difficult task.				Team members are encouraged to expressing concerns if problems arise during a difficult task.

<i>Sub-dimension: Sensegiving</i>				
To what degree is sensegiving effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Members do not communicate information to the unit leader when they have more exposure to a problem.				Members exposed to the problem relay information to the unit leader .
The unit leader assesses problems through his own experience when team members have more exposure to problems.				The unit leader communicates with team members to locate problems when they have more exposure to problems.
Team members brief the unit leader on all of the problems they encounter, regardless of expertise.				Team members brief the unit leader on problems relevant to their expertise.

Collective Leadership Dimension: *Long-Term Outcomes*

<i>Sub-dimension: Growth</i>				
To what degree is growth effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders must work with available personnel to meet needs during long-term combat operations.				Unit leaders bring in new personnel to meet needs during long-term combat operations.
Team members are not rotated regularly to fulfill career development needs during long-term combat operations.				Team members are rotated periodically to fulfill career development needs during long-term combat operations.
During long-term combat operations the organization focuses on developing skills necessary to address only the current operation.				During long-term combat operations the organization develops skills necessary to address future operations.

<i>Sub-dimension: Survival</i>				
To what degree is survival effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Resource and personnel levels are reduced after multiple failures or setbacks.				Resource and personnel levels remain unchanged after multiple failures or setbacks.
Unit leaders have difficulty distributing staff and resources based on tactical needs following failures or setbacks.				Unit leaders are able to distribute staff and resources based on tactical needs following failures or setbacks.
Team members question the mission following failures or setbacks.				Team members are committed to the mission following failures or setbacks.

<i>Sub-dimension: Innovation</i>				
To what degree is innovation effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders rely on standard tactics for addressing new threats.				Unit leaders develop new tactics for addressing new threats.
The team uses the same equipment used to address prior threats to address problems posed by new threats.				The team has access to new equipment to address problems posed by new threats.
Unit leaders decide on the need for new equipment to address problems posed by new threats.				Unit leaders consult with team members on their need for new equipment to address problems posed by new threats.

<i>Sub-dimension: Adaptability</i>				
To what degree is adaptability effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders use standard tactics and team structure to meet rapidly changing situations.				Unit leaders change tactics and team structure to meet rapidly changing situations.
The team must consult with unit leaders on all actions in rapidly changing environments.				The team quickly makes decisions on possible actions in rapidly changing environments.
Resources and personnel are difficult to move in rapidly changing environments.				Resources and personnel are quickly shifted to meet needs in rapidly changing environments.

<i>Sub-dimension: Organizational Culture</i>				
To what degree is organizational culture effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Current operations are disrupted by changes in leadership.				Current operations are relatively unaffected by changes in leadership.
Communication between unit leaders and teams remains is more difficult during changes in leadership.				Communication between unit leaders and teams remains stable during changes in leadership.
Team members are unsure of what values and mission to communicate to new team members during changes in leadership.				Team members communicate the same values and mission to new team members during changes in leadership.

Collective Leadership Dimension: *Mission*

<i>Sub-dimension: Define Problem</i>				
To what degree is defining the problem effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders explicitly define problems that may be faced when the mission is clear.				Unit leaders explicitly define problems that may be faced when the mission is unclear.
Unit leaders request feedback from the team on what they may be confused about when the mission is clear.				Unit leaders request feedback from the team on what they may be confused about when the mission is unclear.
Team members are assigned to work on specific parts of problems when the mission is clear.				Team members are assigned to work on specific parts of problems when the mission is unclear.

<i>Sub-dimension: Prioritize Goals</i>				
To what degree is prioritizing goals effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders tell the team which goals are most important when there are few goals.				Unit leaders tell the team which goals are most important when there are multiple goals.
The most experienced team members are assigned exclusively to high priority goals when there are few goals.				The most experienced team members are assigned exclusively to high priority goals when there are multiple goals.
Unit leaders provide input on only a few parts of the mission when there are few goals.				Unit leaders provide input on only a few parts of the mission when there are multiple goals.

<i>Sub-dimension: Elaborate Strategies</i>				
To what degree is elaborating strategies effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders lay out the specific strategies team members will need to use when the mission is simple.				Unit leaders lay out the specific strategies team members will need to use when the mission is complex.
Team members receive specific instructions on each aspect of their assignments when the mission is simple.				Team members receive specific instructions on each aspect of their assignments when the mission is complex.
Team members to coach one another on how to complete goals when the mission is simple.				Team members to coach one another on how to complete goals when the mission is complex.

<i>Sub-dimension: Clarify Ultimate Objectives</i>				
To what degree is clarifying ultimate objectives effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders regularly remind their team of ultimate objectives when the mission is short-term.				Unit leaders regularly remind their team of ultimate objectives when the mission is long-term.
The team's assignments are all explained in terms of ultimate objectives when the mission is short-term.				The team's assignments are all explained in terms of ultimate objectives when the mission is long-term.
Unit leaders request regularly updates on progress toward ultimate objectives when the mission is short-term				Unit leaders request regularly updates on progress toward ultimate objectives when the mission is long-term

<i>Sub-dimension: Reiterate Team Values</i>				
To what degree is reiterating team values effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders reiterate team values when team membership is stable.				Unit leaders reiterate team values when new members are added.
Team members emphasize the importance of team values when membership is stable.				Team members emphasize the importance of team values when new members are added.
Missions are discussed in terms of their relation to team values when membership is stable.				Missions are discussed in terms of their relation to team values when new members are added.

<i>Sub-dimension: Creating a Shared Purpose</i>				
To what degree is creating a shared purpose effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders explain how all team members are contributing to the overall mission when assignments are similar.				Unit leaders explain how all team members are contributing to the overall mission when assignments are dissimilar.
Unit leaders encourage groups to update one another on progress toward the overall mission when assignments are similar.				Unit leaders encourage groups to update one another on progress toward the overall mission when assignments are dissimilar.
Unit leaders explicitly state the overall mission to the team when assignments are diverse.				Unit leaders explicitly state the overall mission to the team when assignments are dissimilar.

<i>Sub-dimension: Inspirational Motivation</i>				
To what degree is inspirational motivation effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders give motivational speeches when operations are running smoothly.				Unit leaders give motivational speeches when the team is facing setbacks.
Team members are encouraged to rally one another when operations are running smoothly.				Team members are encouraged to rally one another when the team is facing setbacks.
Unit leaders discourage the expression of negative feelings when operations are running smoothly.				Unit leaders discourage the expression of negative feelings when the team is facing setbacks.

<i>Sub-dimension: Idealized Influence</i>				
To what degree is idealized influence effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders are held up as examples of how to behave when operational procedures are familiar.				Unit leaders are held up as examples of how to behave when there are new operational procedures.
Unit leaders actively display appropriate behaviors when operational procedures are familiar.				Unit leaders actively display appropriate behaviors when there are new operational procedures.
Team members encourage one another to go to unit leaders for guidance on familiar operational procedures.				Team members encourage one another to go to unit leaders for guidance on new operational procedures.

Collective Leadership Dimension: *Organizational Context*

Sub-dimension: Leadership Skill Among Workforce				
To what degree is leadership skill among workforce present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Only formal leaders are given leadership responsibility.				Members are regularly given opportunities to take on leadership roles.
Only select members undergo leadership training or development activities.				All members undergo leadership training or development activities.
Organization does not recruit individuals willing to take on leadership responsibilities.				Organization recruits individuals willing to take on leadership responsibility.
Sub-dimension: Available Expertise				
To what degree is available expertise present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Organization engages in limited training and development.				Organization has extensive training and development system.
Organization does not recruit members wit a variety of relevant expertise.				Organization recruits members with a variety of relevant expertise.
Structure of organization limits sharing of expertise.				Organization is structured to facilitate sharing of expertise.
Sub-dimension: Rigid Hierarchy				
To what degree is rigid hierarchy present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Hierarchy in organization gives control to a limited number of members.				Hierarchy in organization gives members opportunity to develop leadership skills.
Organization hierarchy is rigid and cannot be adapted.				Organization hierarchy can be adapted as needed.
Leadership is determined by position in the organizational hierarchy.				Leadership is not dependent on position in the organizational hierarchy.
Sub-dimension: Collective Work Flow				
To what degree is collective work flow present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Majority of work is conducted independently.				Majority of work is conducted in project teams.
Team members' tasks can be accomplished without the help of others.				Tasks of team members are interdependent.
Flow of information follows a structured path in the team (e.g., from the leader to the members).				Flow of information is not restricted within the work team.

<i>Sub-dimension: Decentralization</i>				
To what degree is decentralization present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Control lies with a select few individuals.				Members are given control of their work.
Work teams must seek approval from higher authority.				Work teams can take autonomous action.
Organization hierarchy has one central chain of command.				Organization hierarchy has multiple chains of command.

<i>Sub-dimension: Values Collaboration</i>				
To what degree is valuing of collaboration present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Organization leaders do not discuss the importance of members collaborating with one another.				Organization leaders discuss the importance of members collaborating with one another.
Members are no encouraged to collaborate wit one another.				Members are rewarded for collaborating on problem solutions.
Organization does not explicitly seek problem solutions with multiple contributors.				Organization values problem solutions that multiple members have contributed to.

<i>Sub-dimension: Values Information Sharing</i>				
To what degree is valuing of information sharing present ?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Organization structure restricts flow of information.				Organization structure facilitates distribution of information.
Organization restricts communication among members.				Organization encourages socializing and communication among members.
Members have limited communication with one another.				Members have access to multiple forms of communication.

<i>Sub-dimension: Promotes idea that power can be shared</i>				
To what degree is promotion of the idea that power can be shared present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
High level leaders do not show how the leadership role can be shared.				High level leaders show how the leadership role can be shared.
Middle and low level leaders are not encouraged to delegate responsibilities.				Middle and low level leaders are encouraged to delegate responsibilities.
Members are encouraged to rely on formal leaders for direction.				Members are rewarded for taking on leadership responsibilities when they have relevant expertise.

<i>Sub-dimension: Professionalism</i>				
To what degree is professionalism present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members go outside of accepted lines of communication.				Team members use approved lines of communication.
Team members disrespect lower ranking team members.				Team members show respect to lower ranking team members.
Team members complain about, or try to find ways around, standard operating procedures.				Team members follow and enforce standard operating procedures within the team.

<i>Sub-dimension: Integrity</i>				
To what degree is integrity present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members deflect blame for mistakes.				Team members accept blame for mistakes.
Unit leaders order team members to do tasks the leader would never do.				Unit leaders order team members to do tasks they would do themselves.
Team members seek credit for team accomplishments.				Team members prefer the whole team get credit for team accomplishments.

Collective Leadership Dimension: *Setting*

<i>Sub-dimension: Choice Optimization</i>				
To what degree is choice optimization present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The team does not discuss alternative solutions that might prove effective in solving problems.				The team discusses alternative solutions that might prove effective in solving problems.
Unit leaders have multiple solutions available and decide on the best potential solution.				Unit leaders have multiple solutions available and discuss with team members the best potential solution.
Team members identify the quickest way to solve problems.				Team members identify the best action to solve problems.

<i>Sub-dimension: Complexity and Ambiguity</i>				
To what degree is complexity and ambiguity present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The details of a situation the team is in and problems they are facing are easy to understand.				The details of a situation the team is in and problems they are facing are difficult to understand.
Teams are able to solve the problems they face on their own.				Teams must consult with other teams and unit leaders in order to solve a problem.
Problems can be solved immediately with little planning needed.				To effectively solve a problem, thorough planning needs to be done before taking action.

<i>Sub-dimension: Novelty</i>				
To what degree is novelty present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members have experience with the situation they are in and problems they are facing.				Team members have no experience with the situation they are in and problems they are facing.
Unit leaders are able to use standard tactics to solve a problem.				Unit leaders must come up with new tactics to solve a problem.
The team is able to solve the problem using their existing knowledge and experience.				Unit leaders need to consult with others outside the team for more information on a problem.

<i>Sub-dimension: Resource Availability</i>				
To what degree is resource availability present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The team must repair and re-use equipment for long periods before getting new supplies.				The team must repair and re-use equipment for short periods before getting new supplies.
Team members do not report potential problems with equipment or supplies.				Team members report potential problems with equipment or supplies.
Unit leaders must often improvise with the equipment that they have on hand to deal with emerging problems.				Unit leaders receive new equipment quickly to deal with emerging problems.

<i>Sub-dimension: Lack of Social/Structural Support</i>				
To what degree is lack of social/structural support present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members regularly go to others to help them solve problems.				Team members feel they must rely on themselves to solve problems.
Unit leaders encourage team members to voice their concerns.				Unit leaders are unlikely to listen to team members' concerns.
Team members believe that they will be treated fairly by the organization and others on the team.				Team members do not believe that they will be treated fairly by the organization and others on the team.

<i>Sub-dimension: Social or Structural Support Within the Team</i>				
To what degree is social or structural support within the team present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members ignore other team member's citations.				Team members congratulate each other after receiving citations.
Team members allow other team members to fail at tasks.				Team members point out potential problems to other team members in order for them to succeed.
Team members attempt to perform difficult tasks without help.				Team members seek help with difficult tasks from other team members.

<i>Sub-dimension: Team Workload</i>				
To what degree is team workload present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members spend a majority of their time in training.				Team members spend a majority of their time working on assigned tasks.
The team is relatively unknown for its accomplishments.				The team is widely known for its accomplishments.
Team members often complain about not enough to do.				Team members often complain about too much to do.

<i>Sub-dimension: Team Expertise</i>				
To what degree is team expertise present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members lack experience with the task at hand.				Team members have experience with the task at hand.
Unit leaders rely their own knowledge when making decisions.				Unit leaders rely on team member knowledge when making decisions.
The team is often called on to help with a wide range of problems.				The team is often called on to help with very specific problems.

<i>Sub-dimension: Communication between members</i>				
To what degree is communication between members present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members find it difficult to ask each other for help.				Team members often ask each other for help.
Unit leaders rarely talk to their subordinates.				Unit leaders spend much of their time talking to subordinates.
Team members often know information because they learned it in training.				Team members often know information because a team member told them.

Collective Leadership Dimension: *Short-Term Outcomes*

<i>Sub-dimension: Problem Solved</i>				
To what degree is the problem solved?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders rely on their own expertise to solve problems.				Unit leaders ask expert team members for their insights to solve problems.
Unit leaders rely on their own knowledge to solve problems.				Unit leaders defer to knowledgeable team members to solve problems.
Team members keep potential solutions to themselves when they have relevant experience.				Team members freely suggest solutions to problems when they have relevant experience.

<i>Sub-dimension: Solution Creativity</i>				
To what degree is the solution creative?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders rely on their own knowledge to develop creative solutions to complex problems.				Unit leaders defer to knowledgeable team members to develop creative solutions to complex problems.
Unit leaders demand creative solutions quickly for complex problems.				Unit leaders make time to develop creative solutions for complex problems.
Creative solutions are used to solve simple problems.				Standard approaches are used to solve simple problems.

<i>Sub-dimension: Solution Quality</i>				
To what degree is the solution high quality?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Equal time and resources are devoted to all problems.				Problems critical to mission success are given priority over other problems.
Solutions to mission critical problems are developed quickly.				Solutions to mission critical problems are developed after extensive planning.
Solutions to mission critical problems are often the result of unit leaders solving the problem.				Solutions to mission critical problems are often the result of unit leaders consulting with team members.

<i>Sub-dimension: Efficiency</i>				
To what degree is efficiency present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members multitask in complex situations.				Team members focus on one problem at a time in complex situations.
Team members hold conversations when completing simple tasks.				Team members focus on the job at hand when completing simple tasks.
Team members take their time when finishing tasks in complex situations.				Team members finish tasks quickly in complex situations.

<i>Sub-dimension: Safety</i>				
To what degree is safety present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members check equipment when in dangerous situations.				Team members check equipment before entering dangerous situations.
Unit leaders suggest team members attend safety training.				Unit leaders order team members to attend safety training.
Team members point out only obviously dangerous possible threats.				Team members point out all possible threats.

<i>Sub-dimension: Decision Acceptance</i>				
To what degree is the decision accepted?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders make decisions with little input from team members when a decision will affect the whole team.				Unit leaders encourage team member input into decisions that will affect the whole team.
Team members argue against decisions made that affect the team.				Team members rarely argue against decisions made that affect the team.
Team members are unable to explain why a decision was made when it affects the team.				Team members explain to others why a decision was made when it affects the team.

<i>Sub-dimension: Satisfaction</i>				
To what degree is satisfaction present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Members become discouraged during difficult tasks.				Members are willing to go above and beyond required performance during difficult assignments.
Team members do not want to work together following a demanding problem.				Members are willing to work with their teams again following a demanding problem.
Members would rather not work under a unit leader again following completion of a difficult problem.				Members would be willing to work under a unit leader again following completion of a difficult problem.

<i>Sub-dimension: Trust</i>				
To what degree is trust present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Members are worried about relying on each other during dangerous situations.				Members willingly rely on one another in dangerous situations.
Unit leaders are unwilling to pass off leadership responsibilities during critical situations.				Unit leaders trust members with leadership responsibilities during critical situations.
Members do not feel they can rely on their team members performance in dangerous situations.				Members feel they can rely on the performance of their team members in dangerous situations.

<i>Sub-dimension: Commitment to the Team</i>				
To what degree is commitment to the team present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Members focus on short-term goals during long assignments.				Members are committed to the long-term goal of the team during long assignments.
Members think about themselves as individuals rather than a team on long assignments.				Members think of themselves as a team on long assignments.
Members are focused on specific tasks rather than the unit leaders objectives for the team on long assignments.				Members are committed to the unit leader's objectives for the team on long assignments.

<i>Sub-dimension: Perceptions of Justice</i>				
To what degree are perceptions of justice present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Members believe that information is distributed in an unfair way.				Members believe that information is distributed in a fair way.
Members believe that rewards and consequences are not administered fairly.				Members believe that rewards and consequences are administered fairly.
Members believe that the unit leader treats some members better than others.				Members believe the unit leader treats all members of the teams fairly.

<i>Sub-dimension: Voice</i>				
To what degree is voice present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Members do not contribute their ideas to solving unfamiliar problems.				Members contribute ideas for solving unfamiliar problems.
Members do not step into a leadership role if they have knowledge relevant to the problem.				Members can take on a leadership role when they have the relevant knowledge needed for a new problem.
The unit leader does not seek information from other team members when the problem is unfamiliar.				The unit leader seeks information from members when the problem is unfamiliar.

<i>Sub-dimension: Perceived Social Support</i>				
To what degree is perceived social support present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Members avoid one another during stressful situations.				Members encourage each other during stressful situations.
Members do not feel that they can go to the unit leader for support during difficult situations.				Members believe the unit leader is available for support during difficult situations.
Members do not confide in each other during stressful situations.				Members confide in one another during stressful situations.

<i>Sub-dimension: Cohesion</i>				
To what degree is cohesion present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Members must spend time coordinating activities when the situation changes quickly.				Members are able to respond with minimal time spent coordinating activities when the situation changes quickly.
Members have a difficult time responding quickly as a team when problems arise.				Members respond as a unit when problems emerge.
Members have to spend time determining who has the relevant expertise to take charge when a problem arises.				Members know who has the expertise to take charge when a problem arises.

Collective Leadership Dimension: *Team Network*

<i>Sub-dimension: Connections between actors</i>				
To what degree are the connections between actors effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Experienced team members are encouraged to ask other members for assistance.				New team members are encouraged to ask other members for assistance.
Team members do not spend time outside of work together.				Newly formed teams spend time outside of work together.
Unit leaders have experienced team members mentor other experienced team members.				Unit leaders have experienced team members mentor new team members.

<i>Sub-dimension: Network Size</i>				
To what degree is the network size effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders rely on multiple people to collect information in familiar situations.				Unit leaders rely on multiple people to collect information in complex situations.
Team members rely on the work produced by others for simple jobs.				Team members rely on the work produced by others for complex jobs.
The team relies on outside help when performing tasks in simple jobs.				The team relies on outside help when performing tasks in complex jobs.

<i>Sub-dimension: Network Density</i>				
To what degree is network density effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members are encouraged to solicit feedback from others when engaged in simple tasks.				Team members are encouraged to solicit feedback from others when engaged in complex tasks.
Team members communicate with one another on simple tasks.				Team members communicate with one another on complex tasks.
Team members are encouraged to voice concerns about simple assignments.				Team members are encouraged to voice concerns about critical assignments.

<i>Sub-dimension: Team's centrality among other teams</i>				
To what degree is team's centrality among other teams effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Teams working on non-essential projects are given access to the resources of other teams.				Teams working on critical projects are given access to the resources of other teams.
The team is encouraged to consult with other teams when presented with a common problem.				The team is encouraged to consult with other teams when presented with an important problem.
Unit leaders check progress of other teams on tasks non-essential to the mission.				Unit leaders check progress of other teams on tasks relevant to the mission.

<i>Sub-dimension: Centrality of team's leader</i>				
To what degree is the centrality of the team's leader effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders are given only critical information when a decision can wait.				Unit leaders are given only critical information when an immediate decision is necessary.
Unit leaders consult all information sources when an immediate decision is needed.				Unit leaders consult all information sources when a decision is not needed immediately.
Team members seek out feedback from the unit leader when an immediate decision is necessary.				Team members seek out feedback from the unit leader when a decision is not needed immediately.

<i>Sub-dimension: Information Gathering</i>				
To what degree is information gathering effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members gather information from one another often in stable situations.				Team members gather information from one another often in rapidly changing situations.
The team gathers information from multiple sources in stable situations.				The team gathers information from multiple sources in rapidly changing situations.
Unit leaders distribute information to the whole team in rapidly changing situations.				Unit leaders distribute information to the whole team in stable situations.

<i>Sub-dimension: Knowledge of other members' networks</i>				
To what degree is knowledge of other members' networks effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members have dissimilar contacts as others in their team.				Team members have similar contacts as others in their team.
Team members discuss the dynamics of the team with individuals outside their team.				Team members discuss the dynamics of the team with other members.
Unit leaders encourage team members to discuss the purpose of assignments with others outside their team.				Unit leaders encourage team members to discuss the purpose of assignments with other team members.

<i>Sub-dimension: Familiarity</i>				
To what degree is familiarity effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders encourage experienced team members to spend time off-duty with the team.				Unit leaders encourage new team members to spend time off-duty with the team.
Experienced team members are briefed on projects they are not directly involved with.				New team members are briefed on projects they are not directly involved with.
Team members offer their background information to experienced members.				Team members offer their background information to new members.

Collective Leadership Dimension: *Team Performance Capabilities*

<i>Sub-dimension: Adaptive Performance</i>				
To what degree is adaptive performance present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The team changes operating procedures when the situation is stable.				The team changes operating procedures when the situation is fluid.
The unit leader defines team goals based on short-term goals when the situation is stable.				The unit leader defines team goals based on short-term goals when the situation is fluid.
Team member roles are less clearly structured when the situation is stable.				Team member roles are less clearly structured when the situation is fluid.

<i>Sub-dimension: Spontaneous Collaboration</i>				
To what degree is spontaneous collaboration present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members collaborate without direct input from the unit leader when few goals need to be completed.				Team members collaborate without direct input from unit leaders when a number of goals need to be completed.
Unit leaders encourage collaboration between team members when few goals need to be completed.				Unit leaders encourage collaboration between team members when a number of goals need to be completed.
Unit leaders do not require oversight for the work of all team members when few goals need to be completed.				Unit leaders do not require oversight for the work of all team members when a number of goals need to be completed.

<i>Sub-dimension: Decision Acceptance Among Team</i>				
To what degree is decision acceptance among the team present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders allow team members to openly debate prior to decision making when team motivation is high.				Unit leaders allow team members to openly debate prior to decision making when team motivation is low.
Feedback is solicited from team members prior to decision making when team motivation is high.				Feedback is solicited from team members prior to decision making when team motivation is low.
Unit leaders require consensus on decisions when team motivation is high.				Unit leaders require consensus on decisions when team motivation is low.

<i>Sub-dimension: Shared Situational Awareness</i>				
To what degree is shared situational awareness present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members check their current understanding of the situation with one another when the situation is clearly defined.				Team members check their current understanding of the situation with one another when the situation is ambiguous.
Unit leaders spend time defining the current situation when the situation is clear.				Unit leaders spend time defining the current situation when the situation is ambiguous.
Team members regularly request updates from unit leaders when the situation is clear.				Team members regularly request updates from unit leaders when the situation is ambiguous.

<i>Sub-dimension: Collective Efficacy</i>				
To what degree is collective efficacy present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders regularly assure the team of their ability to complete familiar tasks.				Unit leaders regularly assure the team of their ability to complete unfamiliar tasks.
Team members receive more positive feedback than usual when working on familiar tasks.				Team members receive more positive feedback than usual when working on unfamiliar tasks.
Team members exchange information on how to complete a familiar task.				Team members exchange information on how to complete an unfamiliar task.

<i>Sub-dimension: Network Sharing</i>				
To what degree is network sharing present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members exchange information on their networks when specialized expertise is not needed.				Team members exchange information on their networks when specialized expertise is needed.
Unit leaders gather information on team member's networks when specialized expertise is not needed.				Unit leaders gather information on team member's networks when specialized expertise is needed.
Unit leaders encourage team members to share information on their networks when specialized expertise is not needed.				Unit leaders encourage team members to share information on their networks when specialized expertise is needed.

<i>Sub-dimension: Intuitive Working Relationships</i>				
To what degree are intuitive working relationships present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders encourage mentoring by more experienced team members when members are familiar with one another.				Unit leaders encourage mentoring by more experienced team members when new members are added.
Team procedures are regularly defined when members are familiar with one another.				Team procedures are regularly defined when new members are added.
Unit leaders enforce strict assignments when team members are familiar with one another.				Unit leaders enforce strict assignments when new team members are added.

<i>Sub-dimension: Coordination</i>				
To what degree is coordination present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders spend time clarifying roles when teams have the same assignments.				Unit leaders spend time clarifying roles when teams have different assignments.
Teams request input from unit leaders regularly when teams have the same assignments.				Teams request input from unit leaders regularly when teams have different assignments.
Teams spend time updating one another when they have the same assignments.				Teams spend time updating one another when they have different assignments.

<i>Sub-dimension: Distributed Leadership Capacity</i>				
To what degree is distributed leadership capacity present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders encourage team members to engage in leadership functions during simple tasks.				Unit leaders encourage team members to engage in leadership functions during complex tasks.
Teams make some decisions without command input during simple tasks.				Teams make decisions without command input during complex tasks.
Team members with expertise take the lead during simple tasks.				Team members with expertise take the lead during complex tasks.

<i>Sub-dimension: Role Clarity</i>				
To what degree is role clarity present?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders spend time defining roles when a task is familiar.				Unit leaders spend time defining roles when a task is unfamiliar.
Team members avoid working outside their assigned role when a task is familiar.				Team members avoid working outside their assigned role when a task is unfamiliar.
Guidelines for roles are explicitly stated when a task is familiar.				Guidelines for roles are explicitly stated when a task is unfamiliar.

Collective Leadership Dimension: *Team Performance Parameters*

<i>Sub-dimension: Information Sharing</i>				
To what degree is information sharing effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leader encourages members with different expertise to work together when a problem only requires one type of expertise.				Unit leader encourages members with different expertise to work together when a problem requires multiple types of knowledge.
Members do not seek input from one another when they do not have the knowledge required.				Members seek input from one another when they do not have the knowledge required.
Members are not aware of the expertise that other members have.				Members are aware of the expertise that other members have.

<i>Sub-dimension: Task Interdependence</i>				
To what degree is task interdependence effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Members monitor each others' progress when they are not dependent on each others' work.				Members monitor each others' progress when they are dependent on each others' work.
Unit leader does not coordinate members when they are working independently.				Unit leader coordinates individual tasks to accomplish the team goal.
Members do not communicate their status to coordinate their work with other members.				Members communicate their status to coordinate their work with other members.

<i>Sub-dimension: Concurrence Seeking</i>				
To what degree is concurrence seeking effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leader does not seek input from members in solving problems.				Unit leader seeks input from members in solving problems.
Problem solutions are implemented even if all members do not agree with it.				Problem solutions must be agreed upon before they are implemented.
Unit leader does not encourage members to work together to find a solution.				Unit leader encourages members to work together to find a solution.

<i>Sub-dimension: Collaborative Problem-Solving</i>				
To what degree is collaborative problem-solving effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Members work on difficult problems independently.				Members meet to work on difficult problems together.
Unit leader assigns difficult problems to only one or two individuals.				Unit leader divides the responsibilities of solving difficult problems.
Unit leader does not coordinate team members that are working together on difficult problems.				Unit leader coordinates team members working together when the problem is difficult.

<i>Sub-dimension: Establishing a Shared Goal</i>				
To what degree are shared goals effectively established?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Individuals work towards independent goals.				Unit leader shows how each member's work helps achieve the overall goal.
Members focus their expertise on their individual tasks.				Members use their personal expertise to help achieve the overall goal.
Unit leader does not define the goal of the team when members work independently.				Unit leader defines the goal of the team when members work independently.

<i>Sub-dimension: In-Grouping</i>				
To what degree does in-grouping occur?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leader does not discuss the defining characteristics of the team.				Unit leader discusses the defining characteristics of the team.
Senior members do not share the group's rules and values with new members.				Senior members share the group's rules and values with new members.
Senior members do not model how problems are solved in the team.				Senior members model how problems are solved in the team.

<i>Sub-dimension: Openness to Feedback</i>				
To what degree is the team open to feedback?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leader does not seek feedback when he is unfamiliar with the problem.				Unit leader seeks feedback when he is unfamiliar with the problem.
Members do not provide opinions on how to handle new problems.				Members provide opinions on how to handle new problems.
Members with relevant knowledge do not provide feedback to others on unfamiliar problems.				Members with relevant knowledge provide feedback to others on unfamiliar problems.

<i>Sub-dimension: Conflict Management</i>				
To what degree is conflict management effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leader does not monitor emotions of team members during stressful situations.				Unit leader monitors members emotions during stressful situations.
Members do not discourage internal conflict.				Members discourage internal conflict.
Unit leaders do not encourage stress management during emotional situations.				Unit leaders encourage stress management during emotional situations.

<i>Sub-dimension: Self-Management</i>				
To what degree is self-management effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The team is unable to take action when out of contact with unit leaders.				The team is free to take action when out of contact with unit leaders.
Team members wait for orders when out of contact with unit leaders.				Team members take the lead when out of contact with unit leaders.
Completion of assignments is unlikely when contact with unit leaders is lost.				Completion of assignments is not effected when contact with unit leaders is lost.

<i>Sub-dimension: Team Stability</i>				
To what degree is the team stable?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team membership is changed during difficult assignments.				Team membership is unlikely to be changed during difficult assignments.
New members are brought in during difficult assignments.				New members are brought in during simple assignments.
Unit leaders emphasize the flexibility of team membership during difficult assignments.				Unit leaders emphasize the importance of members staying with the team during difficult assignments.

<i>Sub-dimension: Skill Composition</i>				
To what degree is skill composition considered?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders assign members to tasks based on tenure when tasks vary.				Unit leaders assign members to tasks based on expertise when tasks vary.
Team members are selected to have similar skills when tasks vary.				Team members are selected to have a wide variety of skills when tasks vary.
Team members have limited input on their assignments when tasks vary.				Team members are encouraged to seek out tasks suited to their skills when tasks vary.

<i>Sub-dimension: Autonomy</i>				
To what degree is providing autonomy effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members are encouraged to wait for command decisions when the team is spread over a wide area.				Team members are encouraged to make decisions on their own when the team is spread over a wide area.
Unit leaders distribute extensive information about the mission to all team members when the team will be together in a small area.				Unit leaders distribute extensive information about the mission to all team members when the team will be spread over a wide area.
Unit leaders request updates on all team activity when the team is spread over a wide area.				Unit leaders only request updates on critical parts of the mission when the team is spread over a wide area.

<i>Sub-dimension: Role Integration</i>				
To what degree is role integration effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders limit team members to their assigned roles in a rapidly changing environment .				Unit leaders allow team members to work outside their assigned roles in a rapidly changing environment.
Unit leaders encourage team members with similar roles to work independently in a rapidly changing environment.				Unit leaders encourage team members with similar roles to assist one another in a rapidly changing environment.
Team members frequently contact all other team members in rapidly changing environments.				Team members frequently contact members in roles critical to their assignments in rapidly changing environments.

<i>Sub-dimension: Enabling Interactions</i>				
To what degree is enabling interactions effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders encourage team members to consult with one another on routine tasks before making decisions.				Unit leaders encourage team members to consult with one another on complex tasks before making decisions.
Unit leaders encourage team members to give feedback on routine tasks.				Unit leaders encourage team members to give feedback on complex tasks.
Team members are made aware of the expertise of other members working on routine tasks.				Team members are made aware of the expertise of other members working on complex tasks.

<i>Sub-dimension: Preparation for Team Activities</i>				
To what degree is preparation for team activities effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders extensively plan before beginning a short-term assignment.				Unit leaders extensively plan before beginning a long-term assignment.
Team members are briefed only on their individual roles before beginning a long-term assignment.				Team members are briefed on the overall mission plan before beginning a long-term assignment.
Unit leaders plan independently from the team for long-term assignments.				Team members with relevant expertise are brought in to consult on plans for long-term assignments.

Collective Leadership Dimension: *Team Processes*

Sub-dimension: Performance Monitoring				
To what degree is performance monitoring effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members stay up-to-date on the performance of other team members when a mission has few tasks.				Team members stay up-to-date on the performance of other team members when a mission has many tasks.
Unit leaders encourage team members to brief one another on progress when a mission has few tasks.				Unit leaders encourage team members to brief one another on progress when a mission has many tasks.
Team members give feedback to each other on progress when a mission has few tasks.				Team members give feedback to each other on progress when a mission has many tasks.
Sub-dimension: Back-Up Behaviors				
To what degree are back-up behaviors effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders have team members switch between tasks if workload is similar among team members.				Unit leaders have team members switch between tasks if workload varies among team members.
Team members volunteer to help when workload is similar among team members.				Team members volunteer to help when workload varies among team members.
Team members expect others to step in if a member is unavailable when workload varies among team members.				Team members expect others to step in if a member is unavailable when workload varies among team members.
Sub-dimension: Adapting to Contingences and Restrictions				
To what degree is adapting to contingencies and restrictions effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
The team is discouraged from altering operating procedures in rapidly changing environments.				The team is able to alter operating procedures in rapidly changing environments.
Unit leaders encourage team members to closely monitor the environment in stable environments.				Unit leaders encourage team members to closely monitor the environment in rapidly changing environments.
The team often changes task priorities in stable environments.				The team often changes task priorities in rapidly changing environments.

<i>Sub-dimension: Role Clarity</i>				
To what degree is role clarity effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders explicitly define work assignments when tasks are similar.				Unit leaders explicitly define work assignments when tasks are distinct.
Unit leaders discourage switching between assignments when tasks are similar.				Unit leaders discourage switching between assignments when tasks are distinct.
Team members limit who they work with when tasks are similar.				Team members limit who they work with when tasks are distinct.

<i>Sub-dimension: Coordination</i>				
To what degree is coordination effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders heavily plan task assignments when the team is small.				Unit leaders heavily plan task assignments when the team is large.
Team members update only unit leaders on the work they are doing when the team is large.				Team members update one another on the work they are doing when the team is large.
Unit leaders closely monitor team needs and progress when the team is small.				Unit leaders closely monitor team needs and progress when the team is large.

<i>Sub-dimension: Distributed Leadership Capacity</i>				
To what degree is distributed leadership capacity effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders discourage others from taking the lead when the team is spread over a large area.				Unit leaders allow team members to take the lead when the team is spread over a large area.
Team members regularly make decisions without command feedback when the team is together in one area.				Team members regularly make decisions without command feedback when the team is spread over a large area.
Information on the mission is given only to unit leaders when the team is spread over a large area.				Mission critical information is conveyed to the entire team when they are spread over a large area.

<i>Sub-dimension: Cooperation</i>				
To what degree is cooperation effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders encourage team members to work together when tasks are independent of one another.				Unit leaders encourage team members to work together when tasks rely on the success of other tasks.
Team members share resources when tasks are independent of one another.				Team members share resources when tasks rely on the success of other tasks.
Team members consult with others when decisions effect only one task.				Team members consult with others when decisions may effect multiple tasks.

<i>Sub-dimension: Culture of Teamwork</i>				
To what degree is culture of teamwork effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Team members state the need to work together to experienced team members.				Team members state the need to work together to new team members.
Unit leaders reward cooperation in front of experienced team members.				Unit leaders reward cooperation in front of new team members.
Unit leaders tell experienced team members the reasons that teamwork is important.				Unit leaders tell new team members the reasons that teamwork is important.

<i>Sub-dimension: Collective Focus</i>				
To what degree is collective focus effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders encourage team members to think of the team's needs first when the team is experienced.				Unit leaders encourage team members to think of the team's needs first when the team is new.
Unit leaders explain assignments in terms of the team instead of individuals when the team is experienced.				Unit leaders explain assignments in terms of the team instead of individuals when the team is new.
Team members are encouraged to work toward promotions when the team is new.				Team members are encouraged to take pride in team membership when the team is new.

<i>Sub-dimension: Cohesion</i>				
To what degree is cohesion effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders are more strict when the team is together for long periods away from home.				Unit leaders allow less formality when the team is together for long periods away from home.
Team members are discouraged from developing friendships with other members when the team is together for long periods away from home.				Team members are encouraged to develop friendships with other members when the team is together for long periods away from home.
Unit leaders use resources to set up social activities when the team is at home.				Unit leaders use resources to set up social activities when the team is together for long periods away from home.

<i>Sub-dimension: Commitment</i>				
To what degree is commitment effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders remind the team of the mission's importance when the team has easily completed objectives.				Unit leaders remind the team of the mission's importance when the team has had difficulty completing objectives.
Team members state their dissatisfaction with the team when the team has had difficulty completing objectives.				Team members take time to state their commitment to the team when the team has had difficulty completing objectives.
Unit leaders question the value of other members when the team has difficulty completing objectives.				Unit leaders take time to tell individual team members of their importance when the team has had difficulty completing objectives.

<i>Sub-dimension: Trust</i>				
To what degree is trust effective?				
(1) Low	(2)	(3) Moderate	(4)	(5) High
Unit leaders allow team members less flexibility in decision making when the team has little time to complete an objective.				Unit leaders allow team members more flexibility in decision making when the team has little time to complete an objective.
Unit leaders are less likely to require status updates when the team has more than enough time to complete an objective.				Unit leaders are less likely to require status updates when the team has little time to complete an objective.
Team members closely monitor the work of other team members when the team has little time to complete an objective.				Team members do not monitor the work of other team members when the team has little time to complete an objective.

APPENDIX E

Policy Capturing Scenarios

Administering

The policy capturing scenarios presented in this measure can be used to examine the degree to which the individual completing the measure prefers or does not prefer to engage in collective leadership behaviors as part of their leadership style. Instruct the individual(s) completing the measure to read and follow the instructions on the first page of the measure. They will be instructed to read each pair of scenarios and circle the unit they would prefer to lead in each pair. Only one unit should be circled for each pair of units presented on a page.

Scoring

At present, scores on this measure can only be interpreted in terms of comparisons across individuals or across groups. For example, Individual A has a higher score than Individual B, therefore Individual A has a higher preference for engaging in collective leadership behaviors. No interpretation can be done based on only the score of an individual, as no baseline scores have been established. Scores are calculated as the sum total of times the individual selects the “collective unit” as the unit they would prefer to lead. A scoring chart for identifying the “collective unit” in each pair of units can be found below.

- | | |
|-----------|------------|
| 1. Unit A | 10. Unit B |
| 2. Unit A | 11. Unit A |
| 3. Unit A | 12. Unit A |
| 4. Unit B | 13. Unit A |
| 5. Unit A | 14. Unit A |
| 6. Unit B | 15. Unit B |
| 7. Unit B | 16. Unit B |
| 8. Unit B | 17. Unit A |
| 9. Unit B | 18. Unit B |

1. Do you want to lead Unit A or Unit B?

Unit A

SGT Williams is the unit motor sergeant of a Medical Supply unit tasked with providing mission support and ensuring readiness for operations. This motor unit primarily works with 2 ton trucks, 1 ton trucks, and numerous low weight materials. The members of SGT Williams' unit are aware of one another's skills and consult others when they do not have the knowledge required to complete a task. SGT Williams and the other officers in the unit regularly get input from others when solving problems. The officers in SGT Williams' unit often divide responsibilities between subordinates when solving difficult problems. SGT Williams and the other officers make sure to let their subordinates know how their work is contributing to the unit's mission. Unit members feel comfortable providing feedback to other members of the unit including officers. Since the unit is often under pressure to move equipment through hostile environments, unit leaders and members of the unit encourage others to control their emotions and strongly discourage internal conflict within the unit.

When SGT Williams was brought in to this particular motor unit he immediately noticed that maintenance operations were being neglected. In an effort to bring the unit's performance up to acceptable levels SGT Williams took a number of actions. Drawing on his expertise in maintaining equipment, he immediately inspected the equipment being used and the work habits of the unit. Based on his evaluation he decided a number of things needed to be changed. He encouraged members of the unit to be more autonomous and to make decisions without consulting a superior unless absolutely necessary. SGT Williams also discouraged changes in unit structure or unit tasking in the middle of difficult missions. Changes to unit structure were instead made during more routine assignments. SGT Williams also encouraged members of the unit to learn from each other and build up their skills in a number of areas, not just in the area in which they specialized. SGT Williams also made sure that his subordinates were briefed on long term plans prior to the start of a mission so they were aware of the goals set out by their commanding officers. After instituting these changes the unit maintenance initially dropped off but is now rapidly increasing in quality.

Unit B

SGT James is the unit motor sergeant of a Medical Supply unit tasked with providing mission support and ensuring readiness for operations. This motor unit primarily works with 2 ton trucks, 1 ton trucks, and numerous low weight materials. SGT James and the officers in his unit make a point to encourage their subordinates to learn about the skills and expertise of others in the unit. SGT James encourages his subordinates and fellow officers to provide feedback to others when they are engaged in solving a problem. Tasks in the unit are usually assigned to take advantage of the skills and expertise of the members of the unit. When beginning a new mission SGT James and the other officers extensively brief their subordinates on the mission and long term goals of the unit. Emotions often run high and stress is often an issue for members of medical supply units, so SGT James and the other officers in the unit encourage others to manage their emotions and swiftly punish anyone instigating internal conflict in the unit.

SGT James was brought in to the unit recently and became aware of problems in the maintenance operations of the unit. To fix these problems and bring the unit up to acceptable

standards SGT James decided to take a number of actions. SGT James and the other officers began to do extensive planning before beginning a short term assignment. SGT James encouraged others to give feedback and offer alternate solutions when engaged in solving routine problems. SGT James encouraged all members of the unit to stay in contact with one another at all times. SGT James also encouraged subordinates to consult with superior officers before engaging in all tasks so the officers could provide feedback and advice. SGT James made a point of having subordinates set individual goals and focus on achieving these individual goals. He also encouraged members of the unit to focus their effort and attention on their individual tasks rather than on providing feedback or advice to others working on different tasks. After a short adjustment period in which maintenance performance dropped there is now steady improvement in the unit's performance.

2. Do you want to lead Unit A or Unit B?

Unit A

CPT Ross is the chaplain of an Aviation Battalion often tasked with disaster relief efforts. The battalion flies in to disaster areas to provide security and help with relief efforts. The officers in the unit, including CPT Ross, often work toward solving multiple problems at the same time due to the complex situations they often face. CPT Ross and the other officers regularly develop backup plans when addressing the many problems they face on these disaster relief missions. The officers in this unit make decisions quickly under pressure and often develop new solutions to the specific problems each situation presents. CPT Ross and the other officers function well in uncertain situations, and due to this calm their subordinates feel comfortable coming to them for help or guidance in these situations. Given the rapidly changing environment often faced in disaster relief efforts, the officers in this unit stay in contact with the members of the unit to get updates on changes in the environment, the location of unit members, and the activities unit members are engaged in.

On one particular mission following a tsunami in the Pacific which left thousands dead and many more homeless and needing help, CPT Ross' unit was sent in to aid rescue operations. As the only member of the unit fluent with the language and with knowledge of the culture, CPT Ross took the lead on communicating with the citizens the unit was sent in to help. He made a point of encouraging members of his unit to consider the views of the people they were sent in to help. Given the complexity of managing a large rescue operation, CPT Ross delegated many routine tasks to his subordinates or other officers so he could concentrate on solving more complex problems. For those tasks that were less complicated, CPT Ross encouraged his subordinates to solve the problems on their own and only request advice or approval from their superiors if necessary. CPT Ross maintained a calm demeanor throughout the operation and encouraged his unit to do the same in an effort to maintain calm among those they were helping. Through his actions CPT Ross was able to maintain order and provide organized and efficient help for those affected by the tsunami.

Unit B

CPT Anderson is the chaplain of an Aviation Battalion often tasked with disaster relief efforts. The battalion flies in to disaster areas to provide security and help with relief efforts. Due to the complexity of conducting a rescue or relief operation, CPT Anderson and the other officers in his unit focus on solving multiple problems at once. The unit often develops backup plans

when conducting a rescue operation, as the situation is often dynamic and rapidly changing. CPT Anderson and the other officers often develop new solutions to the problems they face and remain composed in the face of uncertainty. CPT Anderson and his fellow officers encourage their subordinates to provide feedback and to come to officers for advice if needed. The officers in this unit keep close track of the activities, location, and resources of their unit due to the rapidly changing environments they face.

CPT Anderson's unit was sent in to assist in a disaster relief effort following an intense tsunami which killed and injured many people on a Pacific island. CPT Anderson, as the spiritual leader of the unit, was viewed by the locals as the only one with real authority in the unit. Given the situation CPT Anderson took the lead on the operation. CPT Anderson focused on using the information immediately available to him when making decisions. CPT Anderson had subordinates provide detailed reports of all actions so he could maintain awareness of the status of the operation. He spent much of his time generating multiple solutions to new problems that would arise throughout the operation. CPT Anderson made a point to listen to and consider all advice from other officers, subordinates, and the local population before making most decisions. Given the rapidly changing environment they were facing, CPT Anderson focused on developing plans of action that addressed as many problems as possible at one time. Through the efforts of CPT Anderson and his unit, the relief operation was considered a success and the unit was able to maintain order while conducting the operation.

3. Do you want to lead Unit A or Unit B?

Unit A

CPT Quan is responsible for a Quartermaster unit that has been assigned the task of coordinating food distribution to a collection of camps distributed across a 1000 sq mile area of northern Iraq. She and her team are responsible for communicating with the units to assess changing needs and scheduling of replenishments. CPT Quan is thorough in her evaluation and well organized in her strategy to ensure each camp has the supplies that they need. She and her leadership team communicate regularly with the camps and with each other. She is always open to feedback and suggestions on how to improve their distribution process. To motivate her team she makes sure to remind them of the critical role that they play in supporting the troops that are fighting each day.

The tasks that make up her unit's assignment span a variety of areas of expertise. Thus, CPT Quan has ensured that members of her team have either been selected because they have the expertise she needs, or she has made sure they develop the expertise that she needs. She places different members of the unit in charge of communicating with the camps, communicating with the main supply centers, and communicating with those in charge of protecting her transportation routes. She encourages the groups in charge of these activities to be prepared to handle problems themselves because she will not always be available to make decisions. She also allows them to shift roles and responsibilities if the need arises. With their diverse expertise and preparedness, CPT Quan's unit is able to successfully respond to the needs of the camps she supplies.

Unit B

CPT Copeland is responsible for a Quartermaster unit that has been assigned the task of coordinating food distribution to a collection of camps distributed across a 1000 sq mile area of northern Iraq. She and her team are responsible for communicating with the units to assess changing needs and scheduling of replenishments. CPT Copeland makes sure that each camp has the supplies that they need by thoroughly evaluating their patterns and assessing changing needs. She and her leadership team regularly meet with one another and also keep open communication lines with the camps they supply. She has made it clear that she is open to new ideas on how to improve the distribution process and is receptive to feedback on her strategies. She maintains the motivation level of her team by clearly demonstrating how their work ensures that those engaged in combat each day can be successful.

The tasks that make up her unit's assignment span a variety of areas of expertise. Thus, CPT Copeland has told them that they need to work together and seek out any information that they do not already have. In her direction of activities, CPT Copeland has given each team member a specific role and instructions to adhere to their role unless given alternative instructions. CPT Copeland and her team of officers direct all activities and she has final authority over logistical plans. She works closely with her officers in making the plans, however. She puts different team members in charge of communicating with each camp, with the central food supply, and with the units in charge of logistics and protection the transportation routes. Based on the reports from each of these members she makes a final plan and then gives her unit directions on carrying out the plan. With these directions, CPT Copeland's team successfully supplies the camps with the things that they need.

4. Do you want to lead Unit A or Unit B?

Unit A

CPT Owens is a member of a Combat Engineer unit recently assigned to a rotation at the National Training Center at Ft. Irwin. The engineers in CPT Owens' unit are able to solve problems without command input. Members of CPT Owens' unit feel comfortable asking others for help or advice if needed. CPT Owens and the other officers in his unit make sure that the members of their unit have access to their assistance. Communicating changes in the environment or situation is a point of emphasis among the officers in CPT Owens' unit. Due to the complexity of the problems they face, CPT Owens and the other officers in the unit encourage giving feedback and helping others complete their tasks. Though the unit is viewed as a whole, CPT Owens and the other officers hold individuals accountable for their own performance. Because information is vital to the work of Combat Engineers, members of the unit are encouraged to share information with one another.

On this rotation at the NTC, CPT Owens' unit was tasked with an in sector defense exercise. Combat engineers play an important role in this exercise due to the size of the opposing force and relatively little natural cover at Ft. Irwin. CPT Owens' unit was able to assist in a total defeat of the opposing force for a number of reasons. First, CPT Owens draws from the experience of those in his unit by meeting with members of the unit individually to gather information. CPT Owens and the other officers distributed tasks among their subordinates equally, so every member of the unit had a similar workload. Officers made sure to get feedback

from their subordinates and other officers before making any decision. CPT Owens and the other officers would also work on their own to solve problems if time was limited. CPT Owens and the other officers encouraged members of their unit to wait for command feedback before taking action. CPT Owens and the other officers in the unit provided the leadership necessary to solve the problems of stopping the opposing force's armor and protecting their own unit from indirect and direct assaults.

Unit B

CPT Buln is a member of a Combat Engineer unit recently assigned to a rotation at the National Training Center at Ft. Irwin. CPT Buln and the other officers in his unit command Soldiers that are self-reliant but will request help when needed. If other members of the unit need assistance officers and others in the unit are quick to respond. Members of the unit make a point of communicating with the officers and providing them with timely information on changing situations. Combat Engineers face many complex problems, and CPT Buln and the other officers in the unit encourage their subordinates to work together and request feedback from others when solving problems. Members of the unit are held accountable for their own actions and the officers hold the entire unit accountable for unit performance. CPT Buln and the other officers encourage the members of their unit to share information with one another, as solving the complex problems they face may require information from a number of sources.

During this particular rotation at the NTC, CPT Buln's unit was given the task of participating in an in sector defense operation, the most difficult at the NTC. Combat engineers play a particularly vital role in this instance as they must stop the opposing force's vehicles, provide cover for infantry, and get defensive vehicles and equipment in protected positions. CPT Buln's unit was able to accomplish this task and assist in a total defeat of the opposing forces for a number of reasons. First, CPT Buln and the other officers distributed tasks to those in the unit with the most relevant experience. CPT Buln and the other officers were also willing to share leadership responsibilities with those in the unit that had experience solving similar problems to those they were facing. Officers made certain that those sharing leadership responsibilities had different skills that could be applied in the situation. Given the nature of the problems they were facing, members of CPT Buln's unit had a number of related tasks to complete and trusted others in their unit to complete their tasks. CPT Buln encouraged those in his unit with specialized experience to talk to others when they might have valuable advice about completing a task they were familiar with. Because of the leadership of CPT Buln and the other officers in his unit, they were able to stop the enemy armor and provide their own people with protection from the opposing force's assault.

5. Do you want to lead Unit A or Unit B?

Unit A

CPT Peterson and his company are a unit that was assigned the task of establishing a company level air base in Afghanistan. The unit needed to secure a large, abandoned warehouse in the heart of a known combat zone. CPT Peterson and his unit were considered the best unit to lead this mission due to past success. Much of this success was due to the leadership of CPT Peterson and the other officers in the unit. All of the officers in the unit had a thorough understanding of military tactics and when they should be applied. They also made a point of

familiarizing themselves with the equipment they and their men would be using, noting strengths and weaknesses. CPT Peterson and the other officers in the unit inspired the members of their unit to perform by expressing certainty in the importance of the mission and certainty that they could accomplish the mission.

After working night and day the company established a defensible position on the base. That night enemy combatants attacked the base in force. Defending the base would be difficult due to harsh nighttime conditions. Because positioning and coordination would be difficult given the conditions, CPT Peterson made a point to clearly define the roles of each member of his unit when they were given a task. CPT Peterson consulted with the members of his unit that had previous experience in similar situations before deciding on a course of action. The officers and members of the unit freely exchanged information as the battle progressed in an effort to make sure everyone in the unit had the same knowledge of the battlefield. Through the efforts of CPT Peterson and the rest of the unit the base was successfully defended.

Unit B

CPT Haggar and his company were tasked with establishing a company level air base in Afghanistan. The unit needed to secure a large, abandoned warehouse in the heart of a known combat zone. CPT Haggar and his unit were considered the best unit to lead this mission due to past success. His unit's success was often seen as a product of the leadership of CPT Haggar and the other officers in the unit. The officers in CPT Haggar's unit all had an extensive knowledge of military tactics and made a point of knowing which tactics to apply in a particular situation. These officers also made a point of becoming experts in the equipment they and their men would be using. Working in an environment as damaging to equipment as Afghanistan this was seen as a critical skill. CPT Haggar and the other officers in the unit never expressed doubt in their unit's ability to complete a task assigned to them and never wavered in their commitment to the mission.

The company established a defensible position on the base after a long day of work. That day enemy combatants attacked the base in force. Daytime conditions made defense a much more manageable task. Though positioning and coordination were relatively easily dealt with during the day, CPT Haggar took time to clearly define the roles of each member of his unit as they were given orders during the defense of the base. Though CPT Haggar had extensive experience in similar situations, he consulted with the members of his unit on how they should defend the base. CPT Haggar and the unit's other officers attempted to limit the information each Soldier was receiving on the situation in the field to information relevant to the particular task they were working on at the time. Through the efforts of CPT Haggar and the rest of the unit the base was successfully defended.

6. Do you want to lead Unit A or Unit B?

Unit A

CPT Hasbrook is in charge of a military police unit that has been assigned to protecting a vehicle route in Afghanistan. They are in charge of policing a particularly important and high risk section of road that extends for 50 miles. Both the team of officers and members of the unit respect CPT Hasbrook. They believe in his goals and feel comfortable coming to him with

suggestions on new strategies. He motivates his team by demonstrating how vital their policing is to the success of the overall mission and reminds them that vigilance is critical. He has taken great care to ensure his team and their mission is not in conflict with the needs of the Iraqis that rely on the transportation route. The patrol that CPT Hasbrook and his unit have been placed in charge of is very challenging and unpredictable but CPT Hasbrook remains calm. He also ensures that his team members understand and are committed to the overall goal – to protect the Army's assets being transported along that section of road.

CPT Hasbrook receives information that a large convoy will be traveling along the section of road that his team is policing that day. He informs his leadership team and puts them in charge of different groups with three critical objectives. One group in charge of scanning the route for explosives, another group in charge of preparing to escort the convoy, and another group in charge of surveillance. He gives each individual their role and informs them of the overall objective. During the convoy, CPT Hasbrook asks for regular updates from his officers so that he can make decisions with as much information as possible. He wants his unit members to stay as closely to their assigned roles as possible and to communicate any anticipated changes to him first. By maintaining control over decision-making and the coordination of his groups' activities, CPT Hasbrook will successfully prepare for the convoy and protect it as it proceeds to its destination.

Unit B

CPT Richter is in charge of a military police unit that has been assigned to protecting a vehicle route in Afghanistan. They are in charge of policing a particularly important and high risk section of road that extends for 50 miles. CPT Richter is a well respected leader, by both his officer team and his unit members. They trust his objectives and feel that they can come to him with suggestions. He regularly reiterates the importance of vigilance and the significance of their contribution to the overall mission in the region. He is highly effective in coordinating his unit's activities with the needs of the Iraqis that live in the area and use the transportation routes that his unit has been charged with securing. Policing patches of road like the one that CPT Richter and his unit are monitoring is very challenging and unpredictable but CPT Richter remains calm and focused and takes the time to align his team members to the same goal – to protect the Army's assets being transported along that section of road.

CPT Richter has been informed that a large convoy will be traveling along the section of road that his team is policing that day. He immediately informs his unit about the upcoming convoy and distributes responsibilities among the unit. He puts one group in charge of scanning the route for explosives, another group in charge of preparing to escort the convoy, and another group in charge of surveillance. He communicates the mission clearly and directs specific instructions to individuals with the required expertise. During the convoy, CPT Richter maintains contact with the officers in charge of each group and coordinates their actions, but they also communicate with one another if it is more efficient. He is also prepared to communicate directions in multiple ways should any one method fail. It is CPT Richter's goal that all members of the unit have all the information that they need to respond to an issue that may arise. By dividing up responsibilities and effectively communicating and coordinating their actions, CPT Richter and his team are able to successfully direct the convoy to their destination.

7. Do you want to lead Unit A or Unit B?

Unit A

CPT Tanner is a member of C Troop, an Air Attack unit recently reactivated and reassembled after being changed from an Air Cavalry to an Air Attack unit. With the types of changes being made and the inexperience of most of those in his unit, CPT Tanner took a strong leadership role during the reorganization process. CPT Tanner was not alone in this reorganization, as he had a core of experienced officers to assist in the effort. With a number of young members of the unit, fresh out of flight school, CPT Tanner and the other officers made a concerted effort to provide clear roles for the members of their unit. Though the unit was young, many in the unit had specialized experience. CPT Tanner assigned most tasks on the basis of experience or knowledge regarding the task, in an effort to take advantage of the skills of his young subordinates. CPT Tanner also encouraged feedback from all members of his unit, regardless of their experience level.

This particular transition from a Cavalry to an Attack unit was particularly difficult because the unit was also tasked with acting as an Attack unit, a task they had never performed before. Not only was the unit transitioning in function but also in the type of flying they were doing. CPT Tanner drew from his own contacts and assembled an officer core that would focus on cultivating the specialized skills of their young unit. CPT Tanner and the officers largely allowed information to flow naturally through the unit, and did not monitor this information flow. Though the unit was large, CPT Tanner felt he should not delegate tasks due to the inexperience of most of the members of his unit. CPT Tanner and the other officers, in an effort to improve and standardize communications, made sure to distribute information through the same individuals each time they needed to communicate with the unit as a whole. CPT Tanner also regularly went to the same individualized when he needed specialized knowledge. CPT Tanner and his core officers also closely monitored the progress of unit members on all assignments. The unit was able to transition to a successful Attack unit through the leadership of CPT Tanner and his core officers.

Unit B

CPT Camp is a member of B Troop, an Air Cavalry unit recently reactivated and reassembled after being changed from an Air Attack to an Air Cavalry unit. With the types of changes being made and the inexperience of most of those in his unit, CPT Camp took a strong leadership role during the reorganization process. CPT Camp and the other more experienced officers in the unit encouraged teamwork to solve the problems faced by the unit. Though many in the unit were young, the officers considered their recent exposure to training and their specialized skills an asset to the unit. The officers assigned tasks to those with relevant experience whenever possible, and relied on the connections members of the unit had made during training for help when they needed assistance from outside the unit. Members of the unit are encouraged to assist younger or less experienced members of the unit, particularly with unfamiliar tasks. CPT Camp and the other officers in the unit encourage their subordinates to share information, both with officers and with each other.

This particular transition from an Attack to a Cavalry unit was particularly difficult because the unit was also tasked with acting as the night flight Cavalry unit, a task they had

never performed before. Not only was the unit transitioning in function but also in the type of flying they were doing. CPT Camp drew from his own contacts and assembled an officer core that would focus on cultivating the specialized skills of their young unit. CPT Camp and the officers distributed information through the unit rather than individually, allowing all unit members to share information. Due to the size of the unit and number of issues to address, CPT Camp distributed responsibilities among his core officers and allowed them to further distribute responsibilities among those they trusted. CPT Camp, in an effort to make the transition smoother, also made a point of communicating with those outside the unit that had dealt with similar reorganizations. CPT Camp and the other officers closely monitored communication within the unit and encouraged communicating with others based on expertise or experience. Though the transition was difficult, CPT Camp and the officers in his unit were able to transition in to a well functioning night Cavalry unit.

8. Do you want to lead Unit A or Unit B?

Unit A

The 6th Medical Supply, Optical, and Maintenance Command (MEDSOM) provides intermediate level biomedical equipment maintenance and installation support for the USFK. Medical equipment in Korea consists of TOE equipment authorized for field medical service and TDA equipment commonly used in peacetime health care. This equipment can range from simple thermometers to complicated laboratory machines. The division continually faces constant break downs and even more constant installations of new equipment to replace the old. Despite these constant problems the division's platoons, such as that of LT Hinkely, manage to stay afloat by having each member ask each other for assistance and feedback when desired. Hinkely also makes sure to collect information from many sources in familiar situations and works to ensure the team members have dissimilar contacts so that a variety of knowledge can be brought to bear on any problem.

Recently, PFC Jerry Johnson joined LT Hinkely's platoon which was required to repair or replace all the electronic equipment of a local hospital after a power surge destroyed the originals. Johnson was assigned the task of setting up an oscilloscope and quickly became frustrated and needed to ask for assistance. Similar frustrations ran rampant with a lot of the equipment because the platoon members had not received adequate training on all such equipment. Often team members had to consult multiple sources, such as operation manuals and Korean doctors, for information and help in setting up some of the equipment. Often this required impeccable timing because the work was delicate, and one could not be interrupted in such delicate work. In the end the platoon had a better understanding of each other's strengths, and LT Hinkely could not say enough about their superb performance.

Unit B

SFC Steven Lowry is responsible for supervising the numerous missions of a ten man maintenance section in a self-propelled howitzer battery. Lowry and his section have done a superb job of maintaining five wheeled vehicles, 13 tracked vehicles, and 3 generators in a high state of operational readiness. SFC Lowry is also responsible for driving safety, driver training and licensing, and The Army Maintenance Management System (TAMMS) and Prescribed Load List (PLL) management within the battery. The section often must fix broken down drive trains

or complicated electronic circuitry of the M109 howitzers. Despite these problems the section manages to stay on top of things by having team members ask each other for assistance and feedback whenever someone thinks they need it. Lowry also often encourages his team members to collect information from many sources in familiar situations to build a base knowledge for unfamiliar situations.

A recent total failure of one of the unit's M109s set the section back a few days, and the new PFC Jack Zelus was not helping matters with his constant barrage of questions toward the older team members. Zelus watched as the more experienced team members asked each other for assistance and feedback and consulted the howitzer drive circuitry schematics for a solution to this familiar problem. Zelus eventually was able to help when he had the answer to one of their questions due to his recent completion of training on the newer M109 drive trains. The unit eventually completed the repairs, and SFC Lowry could not stop showing the section with compliments.

9. Do you want to lead Unit A or Unit B?

Unit A

SGT Kristic and the members of his Infantry unit were assigned the task of taking a bridge behind enemy lines that held strategic value for U.S. forces. This task was made more difficult by harsh terrain, cold and wet weather, and enemy placements requiring the unit to split into smaller fire teams. SGT Kristic and the other officers had to maintain unit performance throughout the operation despite the difficult situation. Members of the unit were often given responsibilities usually reserved for those of a higher rank during complex operations. SGT Kristic and the other officers maintained communication with the members of their unit, getting regular updates on the unit member's position and activities. SGT Kristic and the other officers maintained open communication with members of the unit, allowing them to freely express concerns or questions regarding tasks or the mission. SGT Kristic and the other officers encouraged their Soldiers to make decisions independently.

During this specific mission SGT Kristic and the other officers had to pay particular attention to the stress and emotions of their subordinates due to the harsh conditions and difficult situation the mission presented. SGT Kristic and the other officers used a number of methods to do this. The officers discouraged public displays of strong emotions in an effort to keep the unit's emotions under control. SGT Kristic and the other officers encouraged the members of their unit to ignore their fear and go ahead with the mission. The officers made it clear to their subordinates that they should immediately address any personal issues with other members of the unit. The officers made a point to distribute more desirable tasks as rewards for performance. When conflict arose in the unit, officers relied on what they knew about the situation in order to make a decision quickly. The unit's officers hold individuals accountable for the failures of the unit and punishments for unit failure are handed out to individuals. Through their efforts members of the unit were able to maintain their composure and the unit was able to successfully carry out its assignment. The unit was able to complete its mission successfully thanks to the efforts of SGT Kristic and the other officers in the unit.

Unit B

SGT Bane and the members of his Infantry unit were assigned the task of taking a bridge behind enemy lines that held strategic value for U.S. forces. This task was made more difficult by harsh terrain, cold and wet weather, and enemy placements requiring the unit to split into smaller fire teams. SGT Bane and the other officers had to maintain unit performance throughout the operation despite the difficult situation. SGT Bane and the other officers often delegated responsibilities to other members of the unit when complex tasks arose like those involved in this operation. The officers regularly communicated with members of the unit seeking feedback and information on unit activities. Members of the unit were encouraged to solve problems independently when possible. SGT Bane and the other officers made sure members of the unit were aware of their role in the mission and that task assignments were understood.

During this specific mission SGT Bane and the other officers had to pay particular attention to the stress and emotions of their subordinates due to the harsh conditions and difficult situation the mission presented. SGT Bane and the other officers used a number of methods to do this. The officers made sure to take into account unit member emotions and stress when assigning tasks. SGT Bane and the officers also clearly addressed the stress and emotions of the unit. The officers made it clear to their subordinates that they could come to them in private for help or advice. The officers also encouraged unit members to rely on each other for support. The officers also made a point to treat all members of the unit fairly and to hand out desirable and undesirable tasks in a fair manner. When conflict arose in the unit, officers considered all points of view before making decisions. The unit's officers also attempted to clearly explain the reasons for tasks being assigned. Through their efforts members of the unit were able to maintain their composure and the unit was able to successfully carry out its assignment.

10. Do you want to lead Unit A or Unit B?

Unit A

CPT Pacifico is an emergency medicine doctor in charge of directing the team that responds to casualties needing immediate medical attention in a camp outside of Baghdad. He also engages in coordinating triage to determine which patients can be cared for on base and which patients need to return to the United States for specific medical care. His team always has a clear understanding of his expectations and he is known for remaining calm under pressure. He does not hesitate in making decisions quickly when it is required, but will also consult with other physicians on potential diagnoses and treatment plans. His team is confident that he takes the patients' needs to heart and they are always confident in his abilities to come up with a plan of action.

CPT Pacifico is well respected and has had success trusting his own instincts in responding quickly to high stress situations. He is extremely focused and takes his time collecting information about the patient and the situation. He is knowledgeable and accurate in his treatment of his patients. CPT Pacifico and his team recently had a high pressure case in which a patient suddenly began bleeding internally after being stable. CPT Pacifico remained calm and quickly directed his team in responding to the case. He relied on his techniques familiar to him and successfully located and treated the internal bleeding. Using his expertise, remaining

calm, and providing quick direction contributed to CPT Pacifico's successful response to the critical case.

Unit B

CPT Whitten is an emergency medicine doctor in charge of directing the team that responds to casualties needing immediate medical attention in a camp outside of Baghdad. She also engages in coordinating triage to determine which patients can be cared for on base and which patients need to return to the United States for specific medical care. She remains focused in high stress situations and ensures her staff has a clear understanding of her expectations. She spends a lot of time consulting with other physicians and members of her team about potential treatment plans, but is also able to make quick decisions when the situation requires. Her team is confident in her abilities to come up with the appropriate plan of action and knows that she has the best interest of her patients in mind.

CPT Whitten is also takes time evaluating the specialized expertise of the members of her team so that she can delegate or defer to them in situations in which she does not have the expertise needed. She has taken the time to form connections with other doctors that she frequently refers patients to, but is also generally familiar with their areas to understand their capabilities in solving the problems she faces. CPT Whitten is also skilled in monitoring the social and emotional patterns of her staff members and adjusts their tasks and her interactions with them accordingly. CPT Whitten and her team recently had a high pressure case in which a patient suddenly began bleeding internally after being stable. CPT Whitten remained calm and asked a nurse that had been working with the patient and was more familiar with his history to begin the brainstorming of what may have happened. Working together, and using the skills that each of them had, CPT Whitten and her team were able to find the source of the bleeding and save the patient.

11. Do you want to lead Unit A or Unit B?

Unit A

CPT Trevino is the leader of a Corps of Engineers unit responsible for building and securing travel routes through Afghanistan. He and his team have most recently been asked to engineer a way to get supplies to a station nestled within a series of mountains. Given that the station was on lower ground than the mountains around it, it posed particular challenges in terms of protecting it from insurgent attacks. Additionally, the crevices and rugged terrain between the mountains is not ideal for building roads and bridges. In developing plans for solving the transportation challenges, CPT Trevino and his officer team allow their unit to be creative in coming up with potential solutions. However, they are clear about the goals to be accomplished and the timeline for accomplishing them and are always sure to drive home the importance of accomplishing the task. Given that development and construction of installations often needs to happen rather quickly, CPT Trevino has worked hard to develop teamwork skills in his unit, so that operations are able to proceed as efficiently as possible.

Given the challenges presented by the current assignment, CPT Trevino has divided the main problems among team members based on their relevant expertise. He has also delegated decision making authority to them so that they can act quickly in solving their respective

problems. CPT Trevino is an engineer by training and has less familiarity with strategies for ensuring constructions are not vulnerable to attack from the surrounding mountains. Thus, he enlists members of his unit that have been involved in similar mountain range projects to evaluate the ideas that are being proposed. He also consults individuals familiar with logistics planning for designing ideal routes for the different transport needs. Using the experience of his team and by empowering them to take action, he is able to solve the complex problem of building a transportation route to the station within the mountains.

Unit B

CPT Laubach is the leader of a Corps of Engineers unit responsible for building and securing travel routes through Afghanistan. Recently, he and his team have been assigned the task of building a travel route to a station nestled in the mountains. This assignment poses particular challenges due to its lower elevation and weakness to attack from the above mountains. Additionally, the route needs to be built in an area with dangerous crevices and rugged terrain. CPT Laubach and his team of officers make an effort to encourage their team to be creative when coming up with possible solutions. Although they give them the freedom to be creative in developing solutions, they also take care to give them clear objectives on what is to be accomplished. CPT Laubach has worked hard to develop teamwork skills in his unit, so that operations are able to proceed as efficiently when they must occur during significant time pressure – a condition that they frequently face.

Given the challenges presented by the current assignment, CPT Laubach has delegated different problems to different groups within the unit. He also has put a select group of individuals in charge of generating potential ideas for solving the team's challenges. As the units begin to work on their problems, CPT Laubach has asked that ideas be reported to his team of officers and asked that the decisions that are made be brought to him for final approval. CPT Laubach wants to ensure continuity in the project, so he seeks to gather information on issues that he is unsure of so that he is able to evaluate all elements of the construction. After the groups have generated ideas and CPT Laubach has approved them, the team successfully implements the solutions and they are able to build the transportation route to the station in the mountains.

12. Do you want to lead Unit A or Unit B?

Unit A

CPT Chamberlain and his infantry unit have been engaged in a policing and peace-keeping mission in a small town in Iraq. Although they have made significant progress in bringing security to the town and establishing positive relationships with its citizens, there are still daily attacks by insurgents. Most recently, a car bomb exploded in the local market where insurgents knew the unit had a regular patrol. No troops were injured which is a testament to CPT Chamberlain and his team's effective leadership and use of intelligence garnered from the locals. CPT Chamberlain is vigilant in monitoring threat patterns, listening to villagers and seeking to understand potential vulnerabilities. More importantly, he listens and regularly exchanges information with his team and gives them clear goals. In such a dynamic and dangerous environment, it is also important that CPT Chamberlain gives his team members authority to make rapid decisions should the need arise.

Following a particularly violent day in the village where three members of the unit sustained moderate injuries, one of the LTs brought it to CPT Chamberlain's attention that members of the team were experiencing anxiety and increased levels of stress. CPT Chamberlain addressed his team and reassured them of their goals and the many positive things that they had accomplished during their assignment there. He also made it clear that feelings of anxiety and stress were to be expected and directed them in techniques for regulating their emotions. He also stressed the importance of relying on fellow team members, particularly the officer team, for support. Following his discussion with the team, CPT Chamberlain met with his team of officers and instructed them to monitor the well-being of the unit and for them to let him know if things continued to get worse. Over the next week, team members listened and checked in with one another and worked together to continue on their mission to disrupt the insurgents' influence on the village.

Unit B

CPT Meyers and his infantry unit have been engaged in a policing and peace-keeping mission in a small town in Iraq. Although they have made significant progress in bringing security to the town and establishing positive relationships with its citizens, there are still daily attacks by insurgents. Insurgents have, most recently, targeted the town's market – setting off a car bomb during the time they knew the unit would be patrolling the area. Thanks to CPT Meyer and his officer team's leadership and effective use of information from the villagers, no men were injured. CPT Meyer spends time monitoring patterns in attacks, listening to information that the locals provide, and seeking to understand where his unit might be vulnerable to future attacks. Additionally, he consults and regularly exchanges information with his team and provides clear objectives of what he wants them to accomplish. CPT Meyer also gives his team members authority to make rapid decisions should the need arise, an important factor in such a dynamic and dangerous environment.

The day following the market attack was another particularly violent day, and three members of the unit sustained moderate injuries. The members of the team were not only concerned about their injured team members, but also began to experience increased stress and anxiety about future patrols. CPT Meyer decided to increase his efforts at gathering information and met with his leadership team to communicate to the rest of his unit that steps were being taken to improve preparation for potential attacks. He also reiterated the importance of overcoming the feelings of stress and anxiety to accomplish the task at hand. He communicated the importance of strength and self-reliance, but let them know that if they needed specific help with regard to stress or anxiety, that they could come to him or other members of the leadership team for help. Over the next week, members of the team worked through their stress and anxiety and were able to continue making progress in the village.

13. Do you want to lead Unit A or Unit B?

Unit A

CPT Steve Stocker and his Soldiers are part of the 19th Special Forces group sent into Afghanistan to collect information by day and hunt Taliban by night. During the day the Soldiers often distribute food and supplies or hand out pamphlets to village residents living near where the 19th Special Forces Group is stationed. Because the best information seems to come from

village elders, Stocker often makes sure to meet with at least one elder every day. During the night Stocker and his people track down leads received during the day, destroy any Taliban structures found, and also kill or capture any Taliban encountered. Stocker and his team exemplify Army values such as honor and integrity, and their confidence and innovation is well known among the 19th Special Forces Group.

Stocker will often bring a new member from his team to his daily meeting with village elders because Stocker feels this will not only develop his subordinates but will also offer the opportunity for a fresh perspective and a chance to talk with someone about the information gathered that day. Because Stocker realizes his hands are tied during these meetings, he often assigns his supervisory roles of the food and pamphlet distributions to others under his command to further develop those assigned and also to alleviate some of Stocker's own time constraints. Before each night's activities Stocker makes sure the team meets to discuss the intelligence gathered from the day, and Stocker, along with his team, plan their nightly activities accordingly. Stocker is confident his work will help to drive the Taliban back from this area.

Unit B

CPT Paul Vokels and his Soldiers are part of the 19th Special Forces group assigned to an area of Afghanistan known to be on the perimeter of Taliban occupation. Vokels and his Soldiers are tasked with intelligence collection, psychological operations, and the complete annihilation of the Taliban force in the area. Vokels is pleased when daily meetings with village elders to collect intelligence on Taliban activities show the elders are pleased with the honor and integrity of Vokels' team. During the night members of Vokels team follow up on information collected during the day by patrolling the areas identified looking for signs of Taliban activity. If any activity is found, the team does all that they can to disrupt the Taliban, which ranges from torching structures to killing or capturing Taliban fighters.

Vokels always makes sure to bring the same member of his team to his daily meetings with the village elders because this offers a unique opportunity to give one individual a lot of experience that will come in handy if Vokels ever needed sudden replacement. Vokels reasons that the information he receives has always been straightforward, and therefore, there is never really a need to cross check the information with anyone else. He can simply order his troops to follow up on the information at night because a good Army leader should know what is going on and how to react to it. Vokels is confident his work will help to drive the Taliban back from this area.

14. Do you want to lead Unit A or Unit B?

Unit A

CPT MacTavish and his Soldiers from a Military Intelligence unit are part of a group that was sent in to the mountains of Afghanistan to scout for Al-Qaeda and Taliban forces. Members of the unit would approach from the south while being supported by Special Forces from the north. CPT MacTavish and the other officer's in his unit maintain their composure under pressure and stay focused on the unit's mission when problems arise. When situations change, the unit reorganizes tasks to address these changes. CPT MacTavish adapts existing tactics to meet the new challenges posed by threats the Army now faces. Members of the unit are

encouraged to discuss new solutions to problems the unit is facing with officers. CPT MacTavish communicates regularly with the members of his unit to communicate the importance of the mission, to enforce unit and military standards, and to monitor subordinate progress toward the unit's goals.

During this particular mission in the mountains of Afghanistan, CPT MacTavish's unit was dropped in to a valley in search of Al-Qaeda forces. Knowing the mission and actions needed to complete the mission could be unclear, CPT MacTavish clearly defined the role of each Soldier before they advanced. As the unit advanced in to the mountains they were attacked by a force of over 100 enemy fighters. During this attack the unit became separated in to three groups while finding cover. CPT MacTavish, unaware of the exact position of the other groups or the enemy, asked for the assistance of the other Soldiers around him to identify their positions. Meanwhile, one of the LTs in CPT MacTavish's unit, realizing he had a better view of the enemy than the other groups, quickly shared the information on the enemy's position with the other Soldiers in the unit. This information was spread through the unit using standard radio communications as well as using a runner, due to one group having malfunctioning equipment. Due to the time CPT MacTavish had spent in training the members of his unit on when, how, and with whom to communicate, the members of his unit were able to quickly identify the enemy's position and destroy the enemy forces.

Unit B

CPT Price and his Soldiers from Military Intelligence are part of a group that was sent in to the mountains of Afghanistan to scout for Al-Qaeda and Taliban forces. Members of the unit would approach from the south while being supported by Special Forces from the north. CPT Price and the other officer's in his unit are calm during stressful situations and work toward achieving the unit's goals even when under pressure. The unit is able to adapt quickly to match changes in the environment in which they are operating. CPT Price has grown accustomed to using equipment and tactics in unconventional ways to address the new problems the Army faces. CPT Price encourages his Soldiers to come to him if they have possible solutions to the problems they must deal with. CPT Price regularly talks to his unit about the standards they need to meet, what their goals are, and how well the unit is progressing toward completing its mission.

During unit's mission in the mountains of Afghanistan, CPT Price's unit was separated during insertion by helicopter. Knowing the mission and actions his Soldiers usually engaged in, CPT Price defined the normal roles his Soldiers would take as he does before every mission or task. Due to enemy fire, helicopters with his men had to set down in separate areas of the valley. CPT Price, in an effort to gather the unit to one location began searching the horizon through a scope while ordering the other Soldiers to keep watch. As CPT Price was searching for the other groups, one of the LTs in CPT Price's unit noticed they had landed at a higher point than the other groups and began looking for CPT Price to share this information. Once the units had identified each other's positions, CPT Price decided on a rally point. While two of the groups were able to get the coordinates of the rally point easily, the final unit was having equipment trouble and was unable to receive the message. Not having another way to communicate with the unit, this group maintained their position until positively identifying the rally point and two other groups in a nearby valley. Once the unit had regrouped, the officers began to compare notes on

enemy positions. Over the next hour the officers identified likely targets and distributed this information to the other officers involved in the operation.

15. Do you want to lead Unit A or Unit B?

Unit A

CPT Steve Fontine leads a Signal Corp company tasked with supplying secure communications in Iraq. Many times Fontine and his company had to dismantle and reassemble their communications center when the front line would advance. Fortunately, the team was always able to accomplish this with minimal problems. Fontine often actively encourages team members to coach each other in an effort to ensure everyone is always up on the latest technology. Fontine firmly believes in the importance of his company's tasking in Iraq and always makes sure to do whatever it takes to get it done.

CPT Fontine commands his team with ease because he prefers to defer to them whenever a decision regarding technology is to be made. Fontine believes this approach builds connections in the group and leads to a better functioning unit. Fontine also likes to keep his equipment identical to those companies around him because if something ever breaks down, then replacement parts are easier to locate. He also believes always seeking newer technology looks bad when not all companies can partake, and additionally this approach prevents his company and him from having to learn newer technologies all the time. Fontine's team efforts have maintained the security of all communications flowing through his company.

Unit B

CPT Thomas Miller leads a Signal Corp company tasked with supplying secure communications for an area of Iraq. Because of Miller's loyalty and duty for country he is always encouraging his team to stay focused on their goals and coaching them to develop their knowledge and skills. Miller and his team have a proven track record of getting results probably due to their unique agility in complex situations. For instance, one time Miller and his team needed to quickly rig up a makeshift communications center when their primary center was destroyed by a SCUD missile.

Because of Miller's considerable knowledge and experience, he is able to command his team with ease. Recently Miller was able to get the latest equipment for his company when many of the companies around him did not. Miller knows this has resulted in some between-company bickering, but he also knows his company is happy with their equipment and their leader. Miller and his team are always coming up with better programs and encryption protocols for the companies in the area to use even if the other companies often complain about having to learn the ever changing new technology. Miller's team efforts have easily kept all of their communications secure.

16. Do you want to lead Unit A or Unit B?

Unit A

CPT Paul Abdular commands an Army Corps of Engineers company in the provisional Afghanistan Engineer District. The company is tasked with the maintenance and construction of

housing barracks for stationed Soldiers. Abdular has always felt his team shares the common Army values of selfless service and personal courage that has allowed them to persevere through such rough conditions. Often the company does not receive its rations because of its remote location. But the reliance and agility of Abdular's men have allowed them to survive off the rations they do get. Abdular and his team are used to making resuLTs and will stop at nothing less than the best.

To aide their success CPT Paul Abdular often assigns tasks such that one person's tasking assignment does not depend on the results of another person's assignment. Abdular believes this allows his team to develop in depth skills with each task they complete. A team comprised of highly knowledgeable individuals will be able to collaborate to solve problems and share information because of each person's unique knowledge generated by such a task structure. Abdular believes such an approach results in better performance for the long term.

Unit B

CPT James Shepard commands a company in the provisional Afghanistan Engineer District of the Army Corps of Engineers. Their current task is to build and maintain housing barracks for stationed Soldiers in an area of Afghanistan which will eventually be turned over to the Afghani people. Shepard's company is resilient, agile, and confident in the face of adversity as exemplified in their most recent spat with insurgents. A SCUD missile destroyed one of the recently constructed barracks, but the company was able to salvage much of the material and rebuild the barracks in less than a week's time after the attack. Shepard credits their Army values and extensive knowledge for this feat. Shepard and his team are used to getting results and will stop at nothing less than the best.

To aide their success CPT Shepard often assigns tasks such that one person's tasking assignment is dependent on the results of another person's assignment. Shepard believes this allows his team to develop collaborative problem solving skills and also results in faster learning. He especially thinks this because he always emphasizes everyone maintain an openness to feedback, which is a great way to learn to prevent mistakes in the future. Shepard believes such an approach results in better performance for the long term.

17. Do you want to lead Unit A or Unit B?

Unit A

CPT Murphy and his Special Forces unit have been sent to Yemen to gather intelligence on the Al Qaeda training camps that have been springing up across the region. They are beginning their fourth month of the mission and have been consistently building their body of information sources and refining their areas of surveillance. CPT Murphy and his leadership team have been particularly effective in providing clear goals on what information they are looking for, but also allowing the members of his team flexibility in exploring emergent sources of information that they gain access to. By communicating with them regularly and empowering and trusting his team, he has seen consistent success. He holds regular meetings with his team to develop new strategies for seeking out and verifying new human sources while also seeking feedback on surveillance strategies. Team members are aware that their contributions play a critical role and work hard to accomplish the team's goals.

On a recent surveillance patrol, members of CPT Murphy's unit noticed a small group of men traveling in a different direction than usual traffic and carrying suspicious materials. CPT Murphy quickly put into motion a series of information gathering strategies including monitoring the path they were taking, following them, and asking trusted individuals in the village. The overarching strategy, though, was to utilize the network of contacts that he and his team had established to access and filter the information that he was gathering. CPT Murphy also contacted leaders in other units in the area that may have information. At all times, CPT Murphy has told his team to carefully monitor the connections between sources and to also pay attention to who they are associated with to understand the flow of information. He also stresses the importance of understanding which information channels are more important across various situations, and which contacts have the most relevant expertise or information for the problem they are facing. By building and using the connections that he and his team has established, they are able to determine the location and purpose of the suspicious individuals.

Unit B

CPT Martinez and his Special Forces unit have been sent to Yemen to gather intelligence on the Al Qaeda training camps that have been springing up across the region. They are beginning their fourth month of the mission and have been working steadily to refine their areas of surveillance and build their body of sources. CPT Martinez and his leadership team defines clear objectives for his team and for the information he wants collected, but also allows them autonomy in the event that they find emergent information outlets. He has been continuously successful because he is in constant contact with his team, but has also empowered them and demonstrated trust in their decision making. He also engages in brainstorming sessions to develop new strategies for seeking out and verifying new human sources while also seeking feedback on surveillance strategies. He has made it clear that every team member's contribution is critical to the overall success of the group.

On a recent surveillance patrol, members of CPT Martinez's unit noticed a small group of men traveling in a different direction than usual traffic and carrying suspicious materials. CPT Martinez asked one group of his team members to follow and monitor the movement of these individuals and report back on what they found. Additionally, he contacted his familiar sources of information. CPT Martinez had a select few villagers that he consulted for all information and encouraged his team members to limit the number of contacts they made to ensure there would be no suspicions about their intentions. CPT Martinez also has made it clear that all information should ultimately come directly to him so that he can be the determining filter of what information is valuable and what information is irrelevant. Once CPT Martinez has all the information he spends time filtering out the relevant information and determines who the suspicious men were and where they were headed.

18. Do you want to lead Unit A or Unit B?

Unit A

CPT James Dalk commands a company often charged with unexploded ordinance disposal. His team must be emotionally mature and exercise self-control when working because of the deadly nature of their typical tasks, and Dalk takes pride in the calm and focus of his team

whenever they set about performing any of their dangerous tasks. One time while transporting a few truckloads of unexploded ordinances to a remote demolition site in Afghanistan, one of the trucks exploded and was engulfed in a huge fireball. Dalk was impressed by his company when they immediately sprang into action by putting out the fire and helping the men of that truck to safety. He thought it was times like this he was proud to lead a company able to go with the flow.

Often the company also had to deal with roadside bombs. The most common roadside bomb set by the Taliban were IEDs. While frustrated by these unpredictable devices, members of the company did not discuss their frustration because there was no sense in bothering teammates in an already stressful situation. Following similar logic, the company also only ever sent one person in to diffuse each bomb because if it were to go off, there would be no sense in losing two or more highly skilled personnel to one poorly constructed device. The company was generally able to diffuse all bombs encountered without incident, but members of the company always dreaded the next encounter.

Unit B

CPT Charles Festing leads a company which is often responsible for unexploded ordinance disposal. He ensures the members of his company show emotional maturity and exercise self control because of the deadly nature of their tasks. His company has been known to be in a tough spot or two, but they always manage to come out on top. For instance just last week, the company was ordered to clear an old mine field found on the outskirts of a small Afghani town. The team set about their jobs while remaining calm and focused on the task's completion. In the middle of clearing the field a yet to be located ordinance spontaneously exploded which set off a chain of explosions of nearby mines. Luckily members of the company were not injured and they took this event in stride.

Often the company also had to deal with roadside bombs, the Taliban favorite, of course, being IEDs. Team members often discussed their frustration with having to deal with these unpredictable devices and they spent a lot of down time venting this frustration. It was often necessary for two man teams to tackle these bombs because a second person would be needed to help keep the first calm. However, more often than not, the company was able to diffuse all the roadside bombs without incident and the company always looked forward to the next difficult task.

APPENDIX F

Collective Leadership Workbook Form A

Administering

These workbooks serve four purposes: (1) gather demographic/control information, (2) gather critical incidents which can be scored for leadership behaviors, (3) familiarize individuals with the concept of collective leadership, and (4) gather information on the degree to which the individual's unit is engaging in collective leadership behaviors. Instruct the individual(s) completing the measure to read and follow the instructions and to return the workbook once it is completed. The workbooks contain instructions for each activity and individuals completing the workbook should require little assistance from the individual administering the workbook.

Forms

There are two forms of the workbook, Form A and Form B. The difference in the forms is that Form A can be used to gather critical incidents while Form B does not include this section. Form B may be useful in cases where the individuals have already provided critical incidents via another method (e.g., interviews).

Scoring

Critical incidents gathered using Form A should be scored using the instructions presented in Appendix I.

The survey presented in both workbook forms can be used to measure the amount of collective leadership behavior a unit is currently engaging in. At present, scores can only be interpreted in comparison to other units. Scores for a single unit cannot be interpreted, as no baseline for scores have been established. A score of the degree to which a unit is engaging in collective leadership behaviors can be calculated as the sum total of scores on the survey. Some items require reverse scoring (e.g., an individual marks 1 so the score is marked as a 5) and a table of reverse scored items can be found below. Ideally, scores will be aggregated across multiple members of each unit in order to determine a unit's collective leadership score. Scores may also be calculated for the degree to which units are engaging in behaviors related to individual constructs by using the sum total of scores within a collective leadership construct.

Reverse Scored Survey Items

Reverse-coded items are scaled 0-6. To reverse code the following items, please subtract 6 from the participant value. For example, if a participant responded to item 3 with a '1' then subtract 6 from 1. The reverse-coded value is therefore '5'.

3	68	134
4	71	136
8	74	140
12	78	144
15	80	146
18	82	149
20	86	152
22	88	155
25	93	159
28	94	161
32	98	164
34	100	166
39	105	169
41	106	173
44	110	175
48	113	179
51	116	182
52	119	184
55	123	188
58	126	190
63	129	195
66	131	198



Collective Leadership Workbook Form A

ID# _____

Leadership is viewed as especially important to the effective operation of the Army. The goal of the present effort is to look for ways to improve Army leadership for the future. This includes investigating multiple types of leadership that may play an important role in the changing nature of the challenges faced by the Army going in to the future.

Overview of Activities

In this packet we will be asking you to:

- Provide a description of your career as an Army leader
- Describe an experience where you have personally performed well as a leader
- Describe an incident where you were involved in an incident of Collective Leadership (we will define this term later)
- Evaluate the unit for the incident of Collective Leadership you have described

There are a total of four tasks in this packet. Please be sure to read carefully, as each task will have its own set of instructions. The end of each task will be clearly indicated. Once you have finished a task, please move on and begin the next task.

Task One

Please answer the following questions as accurately as you can.

1. What is your rank? _____
2. What was your most recent unit type and assignment?

3. How many Soldiers are under your command? _____
4. What is the rank of your immediate subordinate? _____
5. What is your sex? Male _____ Female _____
6. What is the highest education degree you have obtained? _____
7. How long have you been in the Army (in years)? _____
8. How long have you been in your most recent position (in months)? _____
9. How many medals or citations have you personally been awarded? _____
10. How many unit citations have you received? _____

END OF TASK 1

Task Two

The Army is interested in gathering information about leadership.

In FM 6-22 (Army Leadership) effective leadership is defined in the following way:

Leadership is a process of, “influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization.”

Furthermore, “leaders at all levels recognize the Army is a team as well as a team of teams.

These teams interact as numerous functional units, designed to perform necessary tasks and missions that in unison produce the collective effort of all Army components.”

What we would like you to do is describe an incident of effective leadership that you have been involved in as a leader.

Instructions

Think about an incident where you were the leader of a unit and the unit performed particularly well.

On the following three pages we would like you to:

- Describe the setting in which the incident took place
- Describe the conditions of the situation the unit was facing (e.g., mission, goals, status of the effort)
- Describe what you did as a leader
- Describe the outcomes of your actions and the actions of the unit

Please describe an incident where you were the leader of a unit and the unit performed particularly well.

[illegible]

END OF TASK 2

Task Three

The Army is interested in gathering information about both Leadership and Collective Leadership. To this end, in this task we will be asking you to describe an incident of Collective Leadership. Before doing this we will provide you with a definition of Collective Leadership, as well as examples of the differences between traditional Army Leadership and Collective Leadership.

Defining Collective Leadership

Given the changes in the types of problems that the Army faces, particularly with regard to the demands of asymmetric warfare, we are currently interested in evaluating collective leadership. Collective Leadership involves multiple individuals within the team and within the team of teams sharing leadership in both formal and informal capacities. The core elements of collective leadership include selectively using information, communication, and specialized expertise within a leader's and a team's network.

Put another way, collective leadership can be defined as a dynamic leadership process where leadership behaviors are executed by multiple people based on their expertise or the needs of the tasks.

Examples of Leadership versus Collective Leadership

Collective leadership should not be confused with traditional leadership. To illustrate the difference, the following two examples demonstrate an effective traditional leadership and effective collective leadership response to the same problem.

Problem facing the unit:

Captain Reynolds and his military police unit are charged with setting up a plan for protecting a new vehicle route in a particularly unstable area in Iraq. The unit has just arrived to the area and is taking steps to understand the risks that need to be taken into account along with the goals that need to be accomplished. It is clear that insurgent attacks are frequent and unpredictable, but the goal of establishing the protected route is critical to the Army's progress in the region. A convoy is scheduled to come through the route in three days, so the team must get to work quickly.

Effective Traditional Leadership Response

In preparation for the convoy, CPT Reynolds makes sure that his team understands the risks in the area and then clearly defines the mission that needs to be accomplished. He wants to make sure that they are all on the same page and understand the situation. He reviews various tactics relevant to their goal and then lays out his plan. He divides the responsibilities of scanning the route, escorting the convoy, and surveillance among members of the unit and is clear in providing direction with regard to each of their roles. Before beginning work on their assignments, the unit gathers together and CPT Reynolds reminds them of the critical role that they are playing in the Army's mission in the region and commends them for their consistent vigilance and good work.

Elements of Traditional Leadership:

- Makes sense of the problem for members of the team
- Provides clear direction on how to accomplish the goal
- Aligns team members toward the goal
- Motivates team members to accomplish the goal

Effective Collective Leadership Response

In preparation for the convoy, CPT Reynolds consults with his leadership team to determine if anyone has experience with similar risks or goals and asks for suggestions in planning the team's strategy. His leadership team provides information based on their experiences and relays expertise that other team members have communicated to them. CPT Reynolds takes this information into consideration and prepares his plan to divide the responsibilities of scanning the route, escorting the convoy, and surveillance among members of the unit. He places a member of his leadership team in charge of each group and communicates with them on their progress and response to feedback from the field. Before beginning work on their assignments, the unit gathers together and CPT Reynolds reminds them that each of them may be needed to step into a leadership role and that their contribution to the mission and achieving their tasks is critical to the Army's mission in the region.

Elements of Collective Leadership:

- Consults with the team and adjusts based on feedback
- Uses available expertise and skills within the team
- Utilizes the communication network among team members
- Delegates and creates a sense of team leadership

Collective Leadership Experience

Using the definition and example provided above as a guide, please describe an incident of collective leadership that you have observed in a unit that you were assigned to. Please note that you should describe the unit as a whole and the actions within it, not just your personal performance. Please describe this experience on the following three pages.

[illegible]

[illegible]

Questions about Collective Leadership Experience

Thinking about the incident of collective leadership that you just described, please answer the following questions:

1. Drawing from the incident of collective leadership that you described, please discuss whether there was someone, or multiple people, who were not the formal leader that stepped up and provided guidance on an objective.

In responding to this question, please address what role this person played in the unit, what they did in the incident, were they a formal or informal leader, and who they communicated with.

2. Drawing from the incident of collective leadership that you described, how did members of the command team work together to share information to everyone to accomplish the goal?

In responding to this question, please address who was involved, what each person's role was, what their expertise was that they brought to the interaction, and how and to whom tasks were delegated.

3. Drawing from the incident of collective leadership that you described, discuss any point where multiple groups or multiple units had to work together to accomplish a task.

In responding to this question, please address who was involved from each unit, who filled the leadership roles, how the workload was distributed between groups or units, and how the expertise or skills of individuals or groups were used.

4. Drawing from the incident of collective leadership that you described, discuss any instances where the task at hand was highly ambiguous and multiple people had to work together in order to resolve it.

In responding to this question, please address who was involved, what did they contribute to the situation, who filled the leadership roles, how the ambiguous nature of the task effected the interactions between people, and if there were people that should have been involved but were not.

5. Drawing from the incident of collective leadership that you described, please discuss any characteristics of the group or the people in it that you believe made a difference in a positive or negative way.

In responding to this question, please address who was involved, what they did, who filled the leadership role in the group and what they did, and how they communicated to one another.

Follow-up Questions on the Idea of Collective Leadership

The following questions address more general issues with the concept of Collective Leadership. Please answer the following questions bearing in mind the definition and example of Collective Leadership given earlier as well as your own example of Collective Leadership:

6. Thinking back over your example incident of collective leadership and your responses to the previous questions, how would you summarize the difference between collective leadership, where multiple people engage in leadership behaviors, and traditional leadership, where there is a defined leader that makes decisions?

7. Thinking back over your example incident of collective leadership and your responses to the previous questions, are there situations that you can think of where a more collective form of leadership would be beneficial? When and why?

8. Thinking back over your example incident of collective leadership and your responses to the previous questions, how do you think communication is different between a collective leadership situation and a traditional leadership situation?

9. Thinking back over your example incident of collective leadership and your responses to the previous questions, what do you think the impact on the relationships between unit members, units, and the organization overall is when collective leadership is used?

10. Given that the Army is a hierarchical organization where there are well established rules concerning leadership, what role do you think collective leadership plays in the current Army? In answering this question, please consider when and where it may be best utilized, and when there may be drawbacks to using collective leadership.

END OF TASK 3

Task Four

Now think back to the unit and incident of Collective Leadership you have described in the previous task. In the following section we would like you to rate this unit on the series of statements that follow. All ratings should be made by circling the response that best describes how often the unit engaged in the behavior described.

- Read the statement
- Think about the unit
- Think about how common the behavior was in your unit
- Make your rating

6 = More than once a day 5 = Once a day 4 = A few times a week 3 = Once a week 2 = Once a month 1 = Infrequent, happens a few times a year 0 = This never happens N/A = Have not had the opportunity to observe		More than once a day							
		Once a day							
		A few times a week							
		Once a week							
		Once a month							
		A few times a year							
		This never happens							
		No way to observe							
Intelligence – Problem-solving ability									
1.	Your unit leaders plan to accomplish multiple goals at the same time in complex situations	N/A	0	1	2	3	4	5	6
2.	Your unit leaders develop non-standard solutions to new problems	N/A	0	1	2	3	4	5	6
3.	Your unit leaders do not consider all available information when making decisions in complex situations	N/A	0	1	2	3	4	5	6
Foresight – The ability to think ahead, forecast what will happen									
4.	Your unit leaders do not develop backup plans in novel situations	N/A	0	1	2	3	4	5	6
5.	Your unit leaders consider future possibilities when planning in new situations	N/A	0	1	2	3	4	5	6
6.	Your unit leaders regularly make time to plan in new situations	N/A	0	1	2	3	4	5	6
Intuition – The ability to have quick insight into a problem									
7.	Your unit leaders develop new solutions to specific problems	N/A	0	1	2	3	4	5	6
8.	Your unit leaders do not make decisions quickly in high pressure situations	N/A	0	1	2	3	4	5	6
9.	Your unit leaders seek general reports of subordinate action for inclusion in their reports	N/A	0	1	2	3	4	5	6

6 = More than once a day 5 = Once a day 4 = A few times a week 3 = Once a week 2 = Once a month 1 = Infrequent, happens a few times a year 0 = This never happens N/A = Have not had the opportunity to observe	More than once a day							
	Once a day							
	A few times a week							
	Once a week							
	Once a month							
	A few times a year							
	This never happens							
	No way to observe							
Wisdom – The ability to think objectively and reflect on problems								
10. Your unit members seek personal advice from unit leaders in uncertain situations	N/A	0	1	2	3	4	5	6
11. Your unit members believe their unit leader has experienced what they are experiencing in uncertain situations	N/A	0	1	2	3	4	5	6
12. Your unit leaders do not function normally under uncertainty	N/A	0	1	2	3	4	5	6
Creativity – The ability to generate novel solutions to problems								
13. Your unit leaders focus on generating good solutions to new problems	N/A	0	1	2	3	4	5	6
14. Your unit leaders generate original solutions to new problems	N/A	0	1	2	3	4	5	6
15. Your unit leaders do not focus on efficiency when generating solutions to new problems	N/A	0	1	2	3	4	5	6
Network Awareness – Understanding how individuals are related to one another								
16. Your unit leaders constantly update their knowledge of unit member activities in rapidly changing situations	N/A	0	1	2	3	4	5	6
17. Your unit leaders constantly update their knowledge of unit member locations in rapidly changing situations	N/A	0	1	2	3	4	5	6
18. Your unit leaders rarely seek intelligence updates in rapidly changing situations	N/A	0	1	2	3	4	5	6

6 = More than once a day 5 = Once a day 4 = A few times a week 3 = Once a week 2 = Once a month 1 = Infrequent, happens a few times a year 0 = This never happens N/A = Have not had the opportunity to observe		More than once a day							
		Once a day							
		A few times a week							
		Once a week							
		Once a month							
		A few times a year							
		This never happens							
		No way to observe							
		Network Accuracy – Correctly identifying who knows who in a group							
19.	Your unit leaders check their understanding of unit operations often in complex situations	N/A	0	1	2	3	4	5	6
20.	Your unit members do not inform unit leaders of changes in unit status in complex situations	N/A	0	1	2	3	4	5	6
21.	Your unit leaders rely on continuous communication for unit information in complex situations	N/A	0	1	2	3	4	5	6
Perspective Taking – Seeing other people’s points of view									
22.	Your unit leaders consider few points of view in static situations	N/A	0	1	2	3	4	5	6
23.	Your unit leaders encourage unit members to consider other points of	N/A	0	1	2	3	4	5	6
24.	Your unit leaders’ plans address as many people’s interests as possible in static situations	N/A	0	1	2	3	4	5	6
Political Skills – The ability to work with multiple parties with competing interests									
25.	Your unit leaders discourage debate for complex problems	N/A	0	1	2	3	4	5	6
26.	Your unit leaders delegate many responsibilities for complex problems	N/A	0	1	2	3	4	5	6
27.	Your unit leaders allow unit members to function with minimal supervision on simple problems	N/A	0	1	2	3	4	5	6

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		No way to observe							
		Emotion Regulation – The ability to control one’s emotions							
28.	Your unit leaders visibly display stress during combat operations	N/A	0	1	2	3	4	5	6
29.	Your unit leaders make decisions independent of unit member emotions in combat	N/A	0	1	2	3	4	5	6
30.	Your unit members are unable to tell if unit leaders are under stress during combat	N/A	0	1	2	3	4	5	6
Communication – The ability to interact with others									
31.	Your unit leaders offer detailed feedback to unit members in low time	N/A	0	1	2	3	4	5	6
32.	Your unit leaders rarely repeat information in high time	N/A	0	1	2	3	4	5	6
33.	Your unit leaders demand fully detailed information in low time	N/A	0	1	2	3	4	5	6
Task Expertise – An individual’s familiarity with a particular task									
34.	Your unit leaders do not defer to unit member skills for complex tasks	N/A	0	1	2	3	4	5	6
35.	Your unit leaders assign multiple unit members to work on complex tasks	N/A	0	1	2	3	4	5	6
36.	Your unit leaders ask their officers for advice on complex tasks	N/A	0	1	2	3	4	5	6
Leadership Expertise – An individual’s level of experience with leading others									
37.	Your unit leaders delegate work for complex tasks	N/A	0	1	2	3	4	5	6
38.	Your unit leaders allow unit members to complete parts of complex tasks independently	N/A	0	1	2	3	4	5	6
39.	Your unit leaders do not consider past experience when planning complex tasks	N/A	0	1	2	3	4	5	6

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		This never happens							
		No way to observe							
		Group Affect – The general feeling of the group							
40.	Your unit members discuss frustration when the group is assigned a difficult task	N/A	0	1	2	3	4	5	6
41.	Your unit leaders do not consider group emotion when assigning difficult tasks	N/A	0	1	2	3	4	5	6
42.	Your unit members are encouraged to celebrate after completing difficult tasks	N/A	0	1	2	3	4	5	6
Regulation of Group Emotion – Ability to control the general feeling in the group									
43.	Your unit members calm each other during stressful combat situations	N/A	0	1	2	3	4	5	6
44.	Your unit members do not address emotions during combat operations	N/A	0	1	2	3	4	5	6
45.	Your unit leaders address unit member fears during combat operations	N/A	0	1	2	3	4	5	6
Affective Norms – How the group normally deals with emotion									
46.	Your unit leaders attempt to actively regulate group emotions during combat	N/A	0	1	2	3	4	5	6
47.	Your unit members confront issues with each other in times other than combat	N/A	0	1	2	3	4	5	6
48.	Your unit members are discouraged from talking with unit leaders in private about their concerns during combat operations	N/A	0	1	2	3	4	5	6
Job Stress – Stress that comes from work									
49.	Your unit members look forward to difficult tasks	N/A	0	1	2	3	4	5	6
50.	Your unit members are stressed by difficult tasks	N/A	0	1	2	3	4	5	6
51.	Your unit leaders are not concerned with difficult tasks	N/A	0	1	2	3	4	5	6

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		A few times a year							
		This never happens							
		No way to observe							
		Interpersonal Stress – Stress from dealing with other people							
52.	Your unit members do not seek each other out after task failure	N/A	0	1	2	3	4	5	6
53.	Your unit members rely on one another to complete tasks during stressful assignments	N/A	0	1	2	3	4	5	6
54.	Your unit members are encouraged to ask each other for help with stressful tasks	N/A	0	1	2	3	4	5	6
Work-life Conflict – Stress that comes from conflict between work and home life									
55.	Your unit members do not discuss problems at home with other members while deployed	N/A	0	1	2	3	4	5	6
56.	Your unit members get advice from others about problems caused by deploying	N/A	0	1	2	3	4	5	6
57.	Your unit leaders give the time and resources needed for members to stay in contact with people stateside	N/A	0	1	2	3	4	5	6
Distributive Justice – The degree to which decisions are handed out fairly									
58.	Your unit members feel reprimands are handed out unfairly	N/A	0	1	2	3	4	5	6
59.	Your unit members feel undesirable tasks are handed out fairly	N/A	0	1	2	3	4	5	6
60.	Your unit members believe punishments are based on rules of conduct	N/A	0	1	2	3	4	5	6

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		No way to observe							
		Procedural Justice – The degree to which rules are applied fairly							
61.	Your unit members are comfortable with the way discipline problems are handled when action must be delayed due to combat	N/A	0	1	2	3	4	5	6
62.	Your unit leaders delay punishments in combat situations	N/A	0	1	2	3	4	5	6
63.	Your unit leaders do not hear all sides of a dispute when a decision must be made quickly	N/A	0	1	2	3	4	5	6
Informational Justice – The degree to which knowledge is distributed fairly									
64.	Your unit leaders thoroughly explain reasons for punishment when punishing unit members for complex problems	N/A	0	1	2	3	4	5	6
65.	Your unit members try to discuss the reasons for being punished after punishment is carried out for complex problems	N/A	0	1	2	3	4	5	6
66.	Your unit leaders do not make sure unit members understand complex rules	N/A	0	1	2	3	4	5	6
Interactional Justice – The degree to which people are treated fairly when interacting									
67.	Your unit leaders encourage unit members to support others after punishment	N/A	0	1	2	3	4	5	6
68.	Punished unit members are not treated normally after punishment	N/A	0	1	2	3	4	5	6
69.	Your unit members support punished members	N/A	0	1	2	3	4	5	6
Direction Giving Language – Language used to give orders or commands to others									
70.	Your unit leaders provide directions when the problem being worked on is ambiguous	N/A	0	1	2	3	4	5	6
71.	Your unit members’ roles are not well defined when work is ambiguous	N/A	0	1	2	3	4	5	6
72.	Time is spent giving directions when work is ambiguous	N/A	0	1	2	3	4	5	6

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		No way to observe							
		Empathetic Language – Language that communicates feeling or understanding							
73.	Your unit leaders use empathetic language during emotionally demanding situations	N/A	0	1	2	3	4	5	6
74.	Your unit members do not express emotions during emotionally demanding situations	N/A	0	1	2	3	4	5	6
75.	Expressing emotions is viewed as acceptable during emotionally demanding situations	N/A	0	1	2	3	4	5	6
Meaning-Making Language – Language that clarifies or defines a situation									
76.	Your unit values are made clear when unit members have not worked together before	N/A	0	1	2	3	4	5	6
77.	Your unit leaders express unit values when unit members have not worked together before	N/A	0	1	2	3	4	5	6
78.	Your unit objectives are not discussed when unit members have not worked together before	N/A	0	1	2	3	4	5	6
Consultation – Communicating with others in an attempt to solve a problem									
79.	Your unit leaders seek information or opinions from unit members when they need information	N/A	0	1	2	3	4	5	6
80.	Your unit members do not provide expertise when unit leaders need information	N/A	0	1	2	3	4	5	6
81.	Consultation is encouraged when unit leaders need information from others	N/A	0	1	2	3	4	5	6
Feedback Exchange – Feedback is exchanged between individuals									
82.	Your unit leaders do not provide feedback on solutions when a problem is unfamiliar	N/A	0	1	2	3	4	5	6
83.	Your unit members seek feedback when a problem is unfamiliar	N/A	0	1	2	3	4	5	6
84.	Exchanging feedback is encouraged when problems are unfamiliar	N/A	0	1	2	3	4	5	6

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		No way to observe							
		Information Sharing – Transferring information or knowledge between multiple people							
85.	Members exchange information when they have unique knowledge	N/A	0	1	2	3	4	5	6
86.	Your unit leaders discourage information sharing when unit members have unique knowledge	N/A	0	1	2	3	4	5	6
87.	Members with different knowledge meet to exchange information	N/A	0	1	2	3	4	5	6
Mode of Communication – The method a person uses to communicate with others									
88.	The unit uses few forms of communication when dispersed	N/A	0	1	2	3	4	5	6
89.	The unit uses virtual or online communication when the unit is dispersed	N/A	0	1	2	3	4	5	6
90.	Your unit leaders send information through multiple channels when the unit is dispersed	N/A	0	1	2	3	4	5	6
Communication Norms – How the group normally communicates with one another									
91.	Your unit leaders demonstrate communication norms when members communicate differently	N/A	0	1	2	3	4	5	6
92.	Your unit members define communication channels when members communicate differently	N/A	0	1	2	3	4	5	6
93.	Communication standards are not defined when a unit member communicates differently	N/A	0	1	2	3	4	5	6
Connections Between Actors – Connections or relationships									
94.	The unit leader does not use connections between subordinates to access information	N/A	0	1	2	3	4	5	6
95.	The unit leader uses connections between subordinates to distribute information about problems	N/A	0	1	2	3	4	5	6
96.	The unit leader monitors how information flows between subordinates	N/A	0	1	2	3	4	5	6

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		No way to observe							
		Network Size – How large a group or network is							
97.	The unit leader distributes leadership responsibilities when the unit is large	N/A	0	1	2	3	4	5	6
98.	The unit leader does not break work into sub-units when the unit is large	N/A	0	1	2	3	4	5	6
99.	The unit leader delegates responsibilities when the unit is large	N/A	0	1	2	3	4	5	6
Leader Centrality – How central the leader is in the communication network									
100.	The unit leader does not ensure that he is made aware of critical information	N/A	0	1	2	3	4	5	6
101.	The unit leader distributes information through unit members critical to the problem	N/A	0	1	2	3	4	5	6
102.	The unit leader gets information from unit members that are critical to the problem	N/A	0	1	2	3	4	5	6
Dispersion of Information – How many people have information within a group									
103.	The unit leader distributes information to unit members with relevant experience	N/A	0	1	2	3	4	5	6
104.	The unit leader seeks out information from specific unit members with specialized expertise	N/A	0	1	2	3	4	5	6
105.	The unit leader does not monitor the sharing of information among unit members	N/A	0	1	2	3	4	5	6
Leader Exposure to Network – How much contact the leader has with others									
106.	The unit leader does not monitor communication between unit members when problems are unpredictable	N/A	0	1	2	3	4	5	6
107.	The unit leader communicates with different unit members when problems are unpredictable	N/A	0	1	2	3	4	5	6
108.	The unit leader spends time facilitating communication between unit members when problems are unpredictable	N/A	0	1	2	3	4	5	6

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		No way to observe										
		Boundary Spanning –The degree to which leaders communicate outside their group										
109.	The unit leader interacts with other units when his unit has limited information	N/A	0	1	2	3	4	5	6			
110.	The unit leader does not coordinate with other units when the unit has a specialized role	N/A	0	1	2	3	4	5	6			
111.	The unit leader communicates with other organizations when the unit has a specialized role	N/A	0	1	2	3	4	5	6			
Connections Between Actors – Connections or relationships between people												
112.	New unit members are encouraged to ask other members for assistance	N/A	0	1	2	3	4	5	6			
113.	Newly formed units do not spend time outside of work together	N/A	0	1	2	3	4	5	6			
114.	Your unit leaders have experienced members mentor new unit members	N/A	0	1	2	3	4	5	6			
Network Size – How large a group or network is												
115.	Your unit leaders rely on multiple people to collect information in complex situations	N/A	0	1	2	3	4	5	6			
116.	Your unit members do not rely on the work produced by others for complex jobs	N/A	0	1	2	3	4	5	6			
117.	The unit relies on outside help when completing complex tasks	N/A	0	1	2	3	4	5	6			
Network Density – How many connections there are between people in a group												
118.	Your unit members are encouraged to get feedback from other on complex tasks	N/A	0	1	2	3	4	5	6			
119.	Your unit members do not communicate with others on complex tasks	N/A	0	1	2	3	4	5	6			
120.	Your unit members are encouraged to voice concerns about critical assignments	N/A	0	1	2	3	4	5	6			

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		No way to observe							
		Team Centrality – How central a team is among other teams							
121.	Units working on critical tasks are given access to resources from other units	N/A	0	1	2	3	4	5	6
122.	The unit is encouraged to consult with other units when given a critical assignment	N/A	0	1	2	3	4	5	6
123.	Your unit leaders do not check the progress of other units on tasks critical to the mission	N/A	0	1	2	3	4	5	6
Centrality of Team Leader – How central the team leader is in relation to other teams									
124.	Your unit leaders are given only critical information when a decision is needed quickly	N/A	0	1	2	3	4	5	6
125.	Your unit leader consult all information sources when a decision is not needed quickly	N/A	0	1	2	3	4	5	6
126.	Your unit members do not seek out feedback from the unit leader when action is not needed immediately	N/A	0	1	2	3	4	5	6
Information Gathering – Seeking out knowledge or information									
127.	Your unit members gather information from one another often in rapidly changing situations	N/A	0	1	2	3	4	5	6
128.	The unit gathers information from multiple sources in rapidly changing situations	N/A	0	1	2	3	4	5	6
129.	Your unit leaders do not distribute information to the whole unit in stable situations	N/A	0	1	2	3	4	5	6
Knowledge of Other Networks – How much team members know team member’s networks									
130.	Your unit members have similar contacts as others in their unit	N/A	0	1	2	3	4	5	6
131.	Your unit members do not discuss the dynamics of the unit with other members	N/A	0	1	2	3	4	5	6
132.	Your unit leaders encourage unit members to discuss the purpose of assignments with each other	N/A	0	1	2	3	4	5	6

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										No way to observe						
Familiarity – How much experience team members have with each other																
133.	Your unit leaders encourage new unit members to spend time with the rest of the unit	N/A	0	1	2	3	4	5	6							
134.	New unit members are not briefed on assignments they are not directly involved with	N/A	0	1	2	3	4	5	6							
135.	Your unit members offer information on their background to new unit members	N/A	0	1	2	3	4	5	6							
Empowerment – Giving others the ability to complete tasks their own way																
136.	Your unit leaders do not allow unit members to make decisions when they have limited contact	N/A	0	1	2	3	4	5	6							
137.	Your unit members are self-reliant when they have limited contact with the unit leader	N/A	0	1	2	3	4	5	6							
138.	Your unit leaders do not require unit members to run decisions by them when they have limited contact with one another	N/A	0	1	2	3	4	5	6							
Delegation – Spreading assignments or responsibilities among multiple people																
139.	Your unit leaders seek help from others when there is limited time to solve a problem	N/A	0	1	2	3	4	5	6							
140.	Your unit members are not prepared to take on responsibilities when time is limited	N/A	0	1	2	3	4	5	6							
141.	Your unit leaders distribute tasks to those with relevant experience when time is limited	N/A	0	1	2	3	4	5	6							
Shared Leadership – Distributing leadership responsibilities																
142.	Your unit leaders enlist the skills of others when they do not have the experience to solve a problem	N/A	0	1	2	3	4	5	6							
143.	Individuals sharing the leadership role have different skills	N/A	0	1	2	3	4	5	6							
144.	The unit leader does not distribute tasks to individuals with relevant experience	N/A	0	1	2	3	4	5	6							

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		Consultation – Communicating with others in an attempt to solve a problem							
145.	Your unit leaders seek information from others when they do not have all of the needed information	N/A	0	1	2	3	4	5	6
146.	Your unit leaders do not schedule meetings with members to be briefed on new information	N/A	0	1	2	3	4	5	6
147.	Your unit members provide the unit leader with updates when the situation changes	N/A	0	1	2	3	4	5	6
Implementing and Revising Solutions – Putting solutions into practice and changing them									
148.	Your unit leaders seek feedback on solutions to complex problems	N/A	0	1	2	3	4	5	6
149.	Group members are not encouraged to provide suggestions for improving solutions to complex problems	N/A	0	1	2	3	4	5	6
150.	Your unit members inform the unit leader when there are problems implementing a solution to a complex problem	N/A	0	1	2	3	4	5	6
Leader-Member Exchange – The relationship between the leader and subordinates									
151.	Your unit leaders give new members tasks of increasing difficulty to evaluate performance	N/A	0	1	2	3	4	5	6
152.	Your unit leaders do not treat all members equally in a new unit	N/A	0	1	2	3	4	5	6
153.	Your unit leaders seek out members that can take on more responsibility in a new unit	N/A	0	1	2	3	4	5	6

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		No way to observe							
		Trust – The degree to which leaders and members feel they can rely on one another							
154.	Your unit leaders encourage members to trust one another when their assignments are related	N/A	0	1	2	3	4	5	6
155.	Members are not held accountable to one another when their assignments are related	N/A	0	1	2	3	4	5	6
156.	Members rely on each other to completetasks	N/A	0	1	2	3	4	5	6
Encouraging Contact – Promoting the idea of communicating with others									
157.	Your unit leaders encourage unit members to interact when they have specialized knowledge	N/A	0	1	2	3	4	5	6
158.	Your unit members discuss problems with others when they have relevant experience	N/A	0	1	2	3	4	5	6
159.	Your unit leaders do not meet with groups that have information relevant to a problem when the group has specialized knowledge or experience	N/A	0	1	2	3	4	5	6
Expectations for Collaboration – The degree to which collaboration is expected in the group									
160.	Your unit leaders explicitly encourage new unit members to collaborate	N/A	0	1	2	3	4	5	6
161.	Existing unit members do not collaborate with new unit members	N/A	0	1	2	3	4	5	6
162.	Your unit leaders set an example by collaborating with new unit members	N/A	0	1	2	3	4	5	6
Voice – How much involvement team members have in decision making									
163.	Your unit leaders request unit member opinions on difficult situations	N/A	0	1	2	3	4	5	6
164.	Members do not express concerns when situations are difficult	N/A	0	1	2	3	4	5	6
165.	Your unit members are encouraged to express concerns if problems arise during a difficult task	N/A	0	1	2	3	4	5	6

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		This never happens							
		No way to observe							
		Sensegiving – Making sense or clarifying a situation or a task							
166.	Members exposed to a problem do not relay information to the unit leader	N/A	0	1	2	3	4	5	6
167.	Your unit leaders communicate with unit members to locate problems they may have exposure to	N/A	0	1	2	3	4	5	6
168.	Your unit members brief unit leaders on problems relevant to their expertise	N/A	0	1	2	3	4	5	6
Adaptive Performance – How well a team adapts to a problem									
169.	The unit does not changes operating procedure when the situation is fluid	N/A	0	1	2	3	4	5	6
170.	The unit leader focuses on short-term goals when the situation is fluid	N/A	0	1	2	3	4	5	6
171.	Your unit member roles are less clearly structured when a situation is fluid	N/A	0	1	2	3	4	5	6
Spontaneous Collaboration – Collaboration done without being told to collaborate									
172.	Your unit members collaborate without unit leader intervention when there are multiple goals	N/A	0	1	2	3	4	5	6
173.	Your unit leaders discourage collaboration when there are multiple goals	N/A	0	1	2	3	4	5	6
174.	Your unit leaders do not require oversight of all unit member work when there are multiple goals	N/A	0	1	2	3	4	5	6
Decision Acceptance – The degree to which team members accept decisions									
175.	Your unit leaders do not allow open debate on decisions when motivation is low	N/A	0	1	2	3	4	5	6
176.	Feedback is solicited from unit members prior to decision making when motivation is low	N/A	0	1	2	3	4	5	6
177.	Your unit leaders require consensus on decisions when motivation is low	N/A	0	1	2	3	4	5	6

<div>6 = More than once a day</div> <div>5 = Once a day</div> <div>4 = A few times a week</div> <div>3 = Once a week</div> <div>2 = Once a month</div> <div>1 = Infrequent, happens a few times a year</div> <div>0 = This never happens</div> <div>N/A = Have not had the opportunity to observe</div>		More than once a day							
		Once a day							
		A few times a week							
		Once a week							
		Once a month							
		A few times a year							
		This never happens							
		No way to observe							
		Shared Situational Awareness – The degree to which everyone understands the situation							
178.	Your unit members check their understanding of the situation with each other when the situation is ambiguous	N/A	0	1	2	3	4	5	6
179.	Your unit leaders do not define the situation when the situation is ambiguous or unclear	N/A	0	1	2	3	4	5	6
180.	Your unit members request updates from the unit leader when the situation is ambiguous	N/A	0	1	2	3	4	5	6
Collective Efficacy – The degree to which the team feels they can accomplish their goals									
181.	Your unit leaders assure the unit of their ability to complete unfamiliar tasks	N/A	0	1	2	3	4	5	6
182.	Your unit members do not receive more positive feedback than usual on unfamiliar tasks	N/A	0	1	2	3	4	5	6
183.	Your unit members exchange information on how to complete unfamiliar tasks	N/A	0	1	2	3	4	5	6
Network Sharing – The degree to which information is shared about who knows who									
184.	Your unit members do not exchange information on their network when specialized skills are needed	N/A	0	1	2	3	4	5	6
185.	Your unit leaders gather information on unit member networks when specialized expertise is needed	N/A	0	1	2	3	4	5	6
186.	Your unit leaders encourage unit members to share information on their networks when specialized expertise is needed	N/A	0	1	2	3	4	5	6

6 = More than once a day 5 = Once a day 4 = A few times a week 3 = Once a week 2 = Once a month 1 = Infrequent, happens a few times a year 0 = This never happens N/A = Have not had the opportunity to observe		More than once a day														
										Once a day						
										A few times a week						
										Once a week						
										Once a month						
										A few times a year						
										This never happens						
										No way to observe						
Intuitive Working Relations – The ability to work well with others based on familiarity																
187.	Your unit leaders encourage experienced members to mentor new unit members	N/A	0	1	2	3	4	5	6							
188.	Your unit procedures are not clearly defined when new unit members are added	N/A	0	1	2	3	4	5	6							
189.	Your unit leaders enforce strict assignments when new unit members are added	N/A	0	1	2	3	4	5	6							
Coordination – The degree to which the team can organize tasks among the group																
190.	Your unit leaders do not clarify roles when unit members have different assignments	N/A	0	1	2	3	4	5	6							
191.	Your unit members request input from leaders when members have different assignments	N/A	0	1	2	3	4	5	6							
192.	Units update one another when they have different assignments	N/A	0	1	2	3	4	5	6							
Distributed Leadership Capacity – The degree to which the team can function in the absence of the unit leader																
193.	Your unit leaders encourage unit members to engage in leadership functions during complex tasks	N/A	0	1	2	3	4	5	6							
194.	Your unit members make decisions without unit leader input during complex tasks	N/A	0	1	2	3	4	5	6							
195.	Your unit members with expertise do not take the lead during complex tasks	N/A	0	1	2	3	4	5	6							
Role Clarity – The degree to which team members understand their roles																
196.	Your unit leaders spend time defining roles when a task is unfamiliar	N/A	0	1	2	3	4	5	6							
197.	Your unit members avoid working outside their defined role when a task is unfamiliar	N/A	0	1	2	3	4	5	6							
198.	Guidelines for roles are not clearly stated when a task is unfamiliar	N/A	0	1	2	3	4	5	6							

APPENDIX G

Collective Leadership Workbook Form B

Administering

These workbooks serve four purposes: (1) gather demographic/control information, (2) gather critical incidents which can be scored for leadership behaviors, (3) familiarize individuals with the concept of collective leadership, and (4) gather information on the degree to which the individual's unit is engaging in collective leadership behaviors. Instruct the individual(s) completing the measure to read and follow the instructions and to return the workbook once it is completed. The workbooks contain instructions for each activity and individuals completing the workbook should require little assistance from the individual administering the workbook.

Forms

There are two forms of the workbook, Form A and Form B. The difference in the forms is that Form A can be used to gather critical incidents while Form B does not include this section. Form B may be useful in cases where the individuals have already provided critical incidents via another method (e.g., interviews).

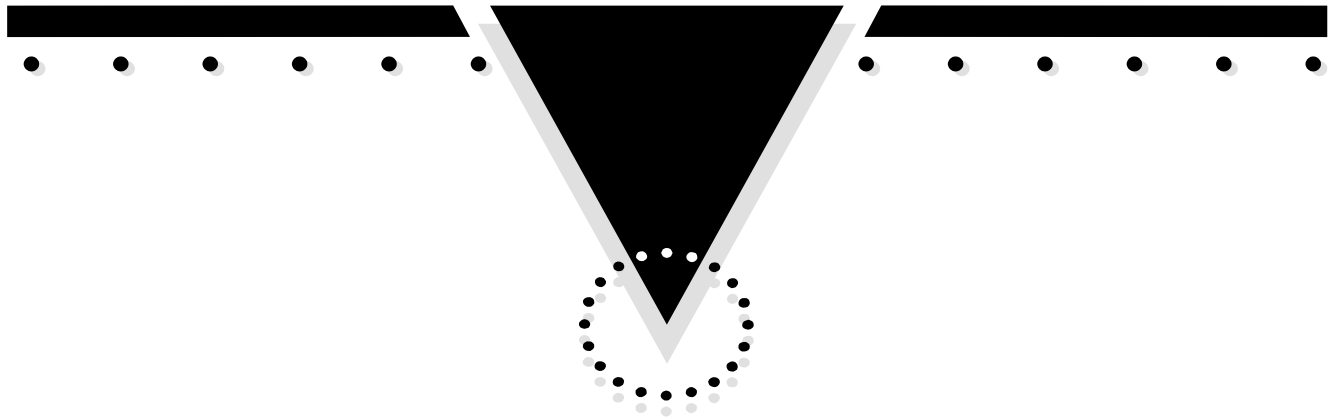
Scoring

The survey presented in both workbook forms can be used to measure the amount of collective leadership behavior a unit is currently engaging in. At present, scores can only be interpreted in comparison to other units. Scores for a single unit cannot be interpreted, as no baseline for scores have been established. A score of the degree to which a unit is engaging in collective leadership behaviors can be calculated as the sum total of scores on the survey. Some items require reverse scoring (e.g., an individual marks 1 so the score is marked as a 5) and a table of reverse scored items can be found below. Ideally, scores will be aggregated across multiple members of each unit in order to determine a unit's collective leadership score. Scores may also be calculated for the degree to which units are engaging in behaviors related to individual constructs by using the sum total of scores within a collective leadership construct.

Reverse Scored Survey Items

Reverse-coded items are scaled 0-6. To reverse code the following items, please subtract 6 from the participant value. For example, if a participant responded to item 201 with a '1' then subtract 6 from 1. The reverse-coded value is therefore '5'

201	266	332
202	269	334
206	272	338
210	276	342
213	278	344
216	280	347
218	284	350
220	286	353
223	291	357
226	292	359
230	296	362
232	298	364
237	303	367
239	304	371
242	308	373
246	311	377
249	314	380
250	317	382
253	321	386
256	324	388
261	327	393
264	329	396



Collective Leadership Workbook Form B



ID# _____

Leadership is viewed as especially important to the effective operation of the Army. The goal of the present effort is to look for ways to improve Army leadership for the future. This includes investigating multiple types of leadership that may play an important role in the changing nature of the challenges faced by the Army going in to the future.

Overview of Activities

In this packet we will be asking you to:

- Provide a description of your career as an Army leader
- Read about an incident of Collective Leadership (this term will be defined)
- Evaluate the unit for the incident of Collective Leadership

There are a total of three tasks in this packet. Please be sure to read carefully, as each task will have its own set of instructions. The end of each task will be clearly indicated. Once you have finished a task, please move on and begin the next task.

Task One

Please answer the following questions as accurately as you can.

11. What is your rank? _____
12. What was your most recent unit type and assignment?

13. How many Soldiers are under your command? _____
14. What is the rank of your immediate subordinate? _____
15. What is your sex? Male _____ Female _____
16. What is the highest education degree you have obtained? _____
17. How long have you been in the Army (in years)? _____
18. How long have you been in your most recent position (in months)? _____
19. How many medals or citations have you personally been awarded? _____
20. How many unit citations have you received? _____

END OF TASK 1

Task Two

The Army is interested in gathering information about both Leadership and Collective Leadership. To this end, in this task we will be asking you to read about an incident of Collective Leadership. Before doing this we will provide you with a definition of Collective Leadership, as well as examples of the differences between traditional Army Leadership and Collective Leadership.

Defining Leadership

In FM 6-22 (Army Leadership) effective leadership is defined in the following way:

Leadership is a process of, “influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization.” Furthermore, “leaders at all levels recognize the Army is a team as well as a team of teams. These teams interact as numerous functional units, designed to perform necessary tasks and missions that in unison produce the collective effort of all Army components.”

Defining Collective Leadership

Given the changes in the types of problems that the Army faces, particularly with regard to the demands of asymmetric warfare, we are currently interested in evaluating collective leadership. Collective Leadership involves multiple individuals within the team and within the team of teams sharing leadership in both formal and informal capacities. The core elements of collective leadership include selectively using information, communication, and specialized expertise within a leader’s and a team’s network.

Put another way, collective leadership can be defined as a dynamic leadership process where leadership behaviors are executed by multiple people based on their expertise or the needs of the tasks.

Examples of Leadership versus Collective Leadership

Collective leadership should not be confused with traditional leadership. To illustrate the difference, the following two examples demonstrate an effective traditional leadership and effective collective leadership response to the same problem.

Problem facing the unit:

Captain Reynolds and his military police unit are charged with setting up a plan for protecting a new vehicle route in a particularly unstable area in Iraq. The unit has just arrived to the area and is taking steps to understand the risks that need to be taken into account along with the goals that need to be accomplished. It is clear that insurgent attacks are frequent and unpredictable, but the goal of establishing the protected route is critical to the Army’s progress in the region. A convoy is scheduled to come through the route in three days, so the team must get to work quickly.

Effective Traditional Leadership Response

In preparation for the convoy, CPT Reynolds makes sure that his team understands the risks in the area and then clearly defines the mission that needs to be accomplished. He wants to make sure that they are all on the same page and understand the situation. He reviews various tactics relevant to their goal and then lays out his plan. He divides the responsibilities of scanning the route, escorting the convoy, and surveillance among members of the unit and is clear in providing direction with regard to each of their roles. Before beginning work on their assignments, the unit gathers together and CPT Reynolds reminds them of the critical role that they are playing in the Army's mission in the region and commends them for their consistent vigilance and good work.

Elements of Traditional Leadership:

- Makes sense of the problem for members of the team
- Provides clear direction on how to accomplish the goal
- Aligns team members toward the goal
- Motivates team members to accomplish the goal

Effective Collective Leadership Response

In preparation for the convoy, CPT Reynolds consults with his leadership team to determine if anyone has experience with similar risks or goals and asks for suggestions in planning the team's strategy. His leadership team provides information based on their experiences and relays expertise that other team members have communicated to them. CPT Reynolds takes this information into consideration and prepares his plan to divide the responsibilities of scanning the route, escorting the convoy, and surveillance among members of the unit. He places a member of his leadership team in charge of each group and communicates with them on their progress and response to feedback from the field. Before beginning work on their assignments, the unit gathers together and CPT Reynolds reminds them that each of them may be needed to step into a leadership role and that their contribution to the mission and achieving their tasks is critical to the Army's mission in the region.

Elements of Collective Leadership:

- Consults with the team and adjusts based on feedback
- Uses available expertise and skills within the team
- Utilizes the communication network among team members
- Delegates and creates a sense of team leadership

Collective Leadership Example

Using the definition and example provided above as a guide, please read the following incident of collective leadership. Please note that you will be rating this incident in the next task, so please read carefully.

Plans for the next attack were now being prepared. Many staff officers worked on them and the plans were frequently changed; many plans being scrapped before they could be completed. But the main push at this stage came from Jenks who had been generally considered one of the more profound students of military history and doctrine in the Army. It was Jenks who had the General's ear and his assistants who did the initial work on the attack plans. Colonel Michaels, promoted to full colonel on August 27, was associated closely in the early drafting of the attack plans with Colonel Scott. The two men submitted separate outlines on September 9, with Scott suggesting a deeper penetration of the area than did Michaels. Jenks adopted Michaels plan and directed both men to continue their efforts. In the next three weeks Michaels prepared at least three other versions of the attack, none of them in final form. The chief of operations, Colonel McCut and officers of his section worked independently. In mid-September they were given the two September 9 plans, Michaels plan from September 13, and a detailed artillery plan by Scott based "on a scheme by Michaels." Shortly afterward Jenks also lent Scott to McCut's unit, where he drew together the final package and drafted the battle instructions. Michaels, after reporting to McCut near the end of September, on a detached service from Jenks' section, reviewed the plan, wrote security instructions, and supervised the preparation of the field order.

Before he went to McCut's unit, Michaels had been busy on various other projects, one of them a deception scheme to counteract the loose talk of American officers and men who, as the time of the attack neared, were openly boasting that they were going to easily take the city. The generals' plan was to try to make the insurgents believe that an attack was being mounted in a gap a hundred and twenty-five miles south and east of the city. Michaels drew up the outline for the dummy operation to capture the gap, and near the end of September the commander of the nearest infantry unit, Major General Banks, was directed to establish headquarters near the gap to continue detailed work on the attack. He did so in an effort to make it appear that the operation was in earnest, with orders to conceal his preparations. The orders, of course, were issued in full recognition that concealment of sudden battle preparations in that formerly quiet sector would be impossible. Rumors, as expected, spread rapidly and shortly were given substance by an intelligence officer's calculated indiscretion in writing of the gap attack in a local restaurant and leaving the note at the table. It was duly stolen. The insurgents suspected a trick but felt they could not count on it; they recommended therefore that they move men to the gap to provide reinforcement.

Much more important to the success of the attack, however, was the fact that the retreating insurgents no longer valued the city as a base for offensive action and recognized it instead as a defensive embarrassment. They were actually planning to evacuate it when the American force attacked.

The main effort was made against the southern face of the city with seven battalions on the line. On the west, two battalions were to press the insurgent's flank, while allied troops were to keep up pressure on the north of the city. Michaels' old battalion led the main attack, which was immediately successful. By nightfall of the first day units in the main drive were beyond most of their second-day objectives. Progress on the west was slower but sufficient, so much so that one of the battalions was ordered from the west to join with units advancing from the south to pocket the insurgents fighting at the point of the wedge. The city was occupied by early morning, and by daybreak the remaining escape routes had been closed. By the end of the second day the city had been completely cut off. The clean-up, lasting until mid October, took place with little in the way of major problems or setbacks. However, during the main operation there were 55 American casualties.

The price of the victory suggests that the weakened insurgents fought hard. Army HQ had reason to be satisfied with this result, the first major action in the region. If one man were to be credited for the American success it would have to be the general in charge of the operation, who approved the project and assumed responsibility for it. That Michaels had a large hand in the planning, both in shaping the concept and in supervising the detailed orders, is clear enough. But again it was Jenks who had envisaged the operations initially and who had furnished from his section the planners who did most of the work on the attack plans. Similarly it was Colonel Jackson's responsibility as chief of staff operations to see that the staff worked smoothly to get the job done. Michaels was fortunate to work with Jackson, who was only a year and a half older but already a top staff officer who had worked closely with the general for more than a year. The two remained friends though occasionally coming into conflict over certain high profile positions.

Swift success in the city and some signs of enemy disorder in the region north of the city suggested the possibility of pushing on. Michaels believed it could have been done and that the entire region might have been secured by the end of October. At least he felt the initial lunge might have been extended had corps commanders sent infantry battalions with artillery support forward of their final objectives as they were authorized to do. But, "none of the others had gathered themselves," and in the view of others' insistence that the attack not be continued in force, the general and Jackson "thought they should let well enough alone." From the commander's point of view the main prize – an offensive success – was in hand.

END OF TASK 2

Task Three

Now think back to the unit and incident of Collective Leadership described in the previous task. In the following section we would like you to rate the unit and those involved in the event on the series of statements that follow. All ratings should be made by circling the response that best describes how often you believe the behavior was engaged in within the unit.

- Read the statement
- Think about the incident from Task Two regarding Colonel Michaels
- Think about how common you would expect the behavior to be in the unit
- Make your rating
- Please note: Use the N/A rating only if you have no expectations about how the unit would behave

6 = More than once a day 5 = Once a day 4 = A few times a week 3 = Once a week 2 = Once a month 1 = Infrequent, happens a few times a year 0 = This never happens N/A = Have not had the opportunity to observe	More than once a day							
	Once a day							
	A few times a week							
	Once a week							
	Once a month							
	A few times a year							
	This never happens							
	No way to observe							
Intelligence – Problem-solving ability								
199. Your unit leaders plan to accomplish multiple goals at the same time in complex situations	N/A	0	1	2	3	4	5	6
200. Your unit leaders develop non-standard solutions to new problems	N/A	0	1	2	3	4	5	6
201. Your unit leaders do not consider all available information when making decisions in complex situations	N/A	0	1	2	3	4	5	6
Foresight – The ability to think ahead, forecast what will happen								
202. Your unit leaders do not develop backup plans in novel situations	N/A	0	1	2	3	4	5	6
203. Your unit leaders consider future possibilities when planning in new situations	N/A	0	1	2	3	4	5	6
204. Your unit leaders regularly make time to plan in new situations	N/A	0	1	2	3	4	5	6
Intuition – The ability to have quick insight into a problem								
205. Your unit leaders develop new solutions to specific problems	N/A	0	1	2	3	4	5	6
206. Your unit leaders do not make decisions quickly in high pressure situations	N/A	0	1	2	3	4	5	6
207. Your unit leaders seek general reports of subordinate action for inclusion in their reports	N/A	0	1	2	3	4	5	6

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	A few times a week							
	Once a week							
	Once a month							
	A few times a year							
	This never happens							
	No way to observe							
Wisdom – The ability to think objectively and reflect on problems								
208. Your unit members seek personal advice from unit leaders in uncertain situations	N/A	0	1	2	3	4	5	6
209. Your unit members believe their unit leader has experienced what they are experiencing in uncertain situations	N/A	0	1	2	3	4	5	6
210. Your unit leaders do not function normally under uncertainty	N/A	0	1	2	3	4	5	6
Creativity – The ability to generate novel solutions to problems								
211. Your unit leaders focus on generating good solutions to new problems	N/A	0	1	2	3	4	5	6
212. Your unit leaders generate original solutions to new problems	N/A	0	1	2	3	4	5	6
213. Your unit leaders do not focus on efficiency when generating solutions to new problems	N/A	0	1	2	3	4	5	6
Network Awareness – Understanding how individuals are related to one another								
214. Your unit leaders constantly update their knowledge of unit member activities in rapidly changing situations	N/A	0	1	2	3	4	5	6
215. Your unit leaders constantly update their knowledge of unit member locations in rapidly changing situations	N/A	0	1	2	3	4	5	6
216. Your unit leaders rarely seek intelligence updates in rapidly changing situations	N/A	0	1	2	3	4	5	6

<div>6 = More than once a day</div> <div>5 = Once a day</div> <div>4 = A few times a week</div> <div>3 = Once a week</div> <div>2 = Once a month</div> <div>1 = Infrequent, happens a few times a year</div> <div>0 = This never happens</div> <div>N/A = Have not had the opportunity to observe</div>		More than once a day							
		Once a day							
		A few times a week							
		Once a week							
		Once a month							
		A few times a year							
		This never happens							
		No way to observe							
Network Accuracy – Correctly identifying who knows who in a group									
217.	Your unit leaders check their understanding of unit operations often in complex situations	N/A	0	1	2	3	4	5	6
218.	Your unit members do not inform unit leaders of changes in unit status in complex situations	N/A	0	1	2	3	4	5	6
219.	Your unit leaders rely on continuous communication for unit information in complex situations	N/A	0	1	2	3	4	5	6
Perspective Taking – Seeing other people’s points of view									
220.	Your unit leaders consider few points of view in static situations	N/A	0	1	2	3	4	5	6
221.	Your unit leaders encourage unit members to consider other points of	N/A	0	1	2	3	4	5	6
222.	Your unit leaders’ plans address as many people’s interests as possible in static situations	N/A	0	1	2	3	4	5	6
Political Skills – The ability to work with multiple parties with competing interests									
223.	Your unit leaders discourage debate for complex problems	N/A	0	1	2	3	4	5	6
224.	Your unit leaders delegate many responsibilities for complex problems	N/A	0	1	2	3	4	5	6
225.	Your unit leaders allow unit members to function with minimal supervision on simple problems	N/A	0	1	2	3	4	5	6

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		Once a day							
		A few times a week							
		Once a week							
		Once a month							
		A few times a year							
		This never happens							
		No way to observe							
		Emotion Regulation – The ability to control one’s emotions							
226.	Your unit leaders visibly display stress during combat operations	N/A	0	1	2	3	4	5	6
227.	Your unit leaders make decisions independent of unit member emotions in combat	N/A	0	1	2	3	4	5	6
228.	Your unit members are unable to tell if unit leaders are under stress during combat	N/A	0	1	2	3	4	5	6
Communication – The ability to interact with others									
229.	Your unit leaders offer detailed feedback to unit members in low time	N/A	0	1	2	3	4	5	6
230.	Your unit leaders rarely repeat information in high time	N/A	0	1	2	3	4	5	6
231.	Your unit leaders demand fully detailed information in low time	N/A	0	1	2	3	4	5	6
Task Expertise – An individual’s familiarity with a particular task									
232.	Your unit leaders do not defer to unit member skills for complex tasks	N/A	0	1	2	3	4	5	6
233.	Your unit leaders assign multiple unit members to work on complex tasks	N/A	0	1	2	3	4	5	6
234.	Your unit leaders ask their officers for advice on complex tasks	N/A	0	1	2	3	4	5	6
Leadership Expertise – An individual’s level of experience with leading others									
235.	Your unit leaders delegate work for complex tasks	N/A	0	1	2	3	4	5	6
236.	Your unit leaders allow unit members to complete parts of complex tasks independently	N/A	0	1	2	3	4	5	6
237.	Your unit leaders do not consider past experience when planning complex tasks	N/A	0	1	2	3	4	5	6

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	Once a week							
	Once a month							
	A few times a year							
	This never happens							
	No way to observe							
	Group Affect – The general feeling of the group							
238. Your unit members discuss frustration when the group is assigned a difficult task	N/A	0	1	2	3	4	5	6
239. Your unit leaders do not consider group emotion when assigning difficult tasks	N/A	0	1	2	3	4	5	6
240. Your unit members are encouraged to celebrate after completing difficult tasks	N/A	0	1	2	3	4	5	6
Regulation of Group Emotion – Ability to control the general feeling in the group								
241. Your unit members calm each other during stressful combat situations	N/A	0	1	2	3	4	5	6
242. Your unit members do not address emotions during combat operations	N/A	0	1	2	3	4	5	6
243. Your unit leaders address unit member fears during combat operations	N/A	0	1	2	3	4	5	6
Affective Norms – How the group normally deals with emotion								
244. Your unit leaders attempt to actively regulate group emotions during combat	N/A	0	1	2	3	4	5	6
245. Your unit members confront issues with each other in times other than combat	N/A	0	1	2	3	4	5	6
246. Your unit members are discouraged from talking with unit leaders in private about their concerns during combat operations	N/A	0	1	2	3	4	5	6
Job Stress – Stress that comes from work								
247. Your unit members look forward to difficult tasks	N/A	0	1	2	3	4	5	6
248. Your unit members are stressed by difficult tasks	N/A	0	1	2	3	4	5	6
249. Your unit leaders are not concerned with difficult tasks	N/A	0	1	2	3	4	5	6

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		Once a week						
		Once a month						
		A few times a year						
		This never happens						
		No way to observe						
Interpersonal Stress – Stress from dealing with other people								
250.	Your unit members do not seek each other out after task failure	N/A	0	1	2	3	4	5 6
251.	Your unit members rely on one another to complete tasks during stressful assignments	N/A	0	1	2	3	4	5 6
252.	Your unit members are encouraged to ask each other for help with stressful tasks	N/A	0	1	2	3	4	5 6
Work-life Conflict – Stress that comes from conflict between work and home life								
253.	Your unit members do not discuss problems at home with other members while deployed	N/A	0	1	2	3	4	5 6
254.	Your unit members get advice from others about problems caused by deploying	N/A	0	1	2	3	4	5 6
255.	Your unit leaders give the time and resources needed for members to stay in contact with people stateside	N/A	0	1	2	3	4	5 6
Distributive Justice – The degree to which decisions are handed out fairly								
256.	Your unit members feel reprimands are handed out unfairly	N/A	0	1	2	3	4	5 6
257.	Your unit members feel undesirable tasks are handed out fairly	N/A	0	1	2	3	4	5 6
258.	Your unit members believe punishments are based on rules of conduct	N/A	0	1	2	3	4	5 6

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		Once a day							
		A few times a week							
		Once a week							
		Once a month							
		A few times a year							
		This never happens							
		No way to observe							
		Procedural Justice – The degree to which rules are applied fairly							
259.	Your unit members are comfortable with the way discipline problems are handled when action must be delayed due to combat	N/A	0	1	2	3	4	5	6
260.	Your unit leaders delay punishments in combat situations	N/A	0	1	2	3	4	5	6
261.	Your unit leaders do not hear all sides of a dispute when a decision must be made quickly	N/A	0	1	2	3	4	5	6
Informational Justice – The degree to which knowledge is distributed fairly									
262.	Your unit leaders thoroughly explain reasons for punishment when punishing unit members for complex problems	N/A	0	1	2	3	4	5	6
263.	Your unit members try to discuss the reasons for being punished after punishment is carried out for complex problems	N/A	0	1	2	3	4	5	6
264.	Your unit leaders do not make sure unit members understand complex rules	N/A	0	1	2	3	4	5	6
Interactional Justice – The degree to which people are treated fairly when interacting									
265.	Your unit leaders encourage unit members to support others after punishment	N/A	0	1	2	3	4	5	6
266.	Punished unit members are not treated normally after punishment	N/A	0	1	2	3	4	5	6
267.	Your unit members support punished members	N/A	0	1	2	3	4	5	6
Direction Giving Language – Language used to give orders or commands to others									
268.	Your unit leaders provide directions when the problem being worked on is ambiguous	N/A	0	1	2	3	4	5	6
269.	Your unit members’ roles are not well defined when work is ambiguous	N/A	0	1	2	3	4	5	6
270.	Time is spent giving directions when work is ambiguous	N/A	0	1	2	3	4	5	6

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		No way to observe							
		Empathetic Language – Language that communicates feeling or understanding							
271.	Your unit leaders use empathetic language during emotionally demanding situations	N/A	0	1	2	3	4	5	6
272.	Your unit members do not express emotions during emotionally demanding situations	N/A	0	1	2	3	4	5	6
273.	Expressing emotions is viewed as acceptable during emotionally demanding situations	N/A	0	1	2	3	4	5	6
Meaning-Making Language – Language that clarifies or defines a situation									
274.	Your unit values are made clear when unit members have not worked together before	N/A	0	1	2	3	4	5	6
275.	Your unit leaders express unit values when unit members have not worked together before	N/A	0	1	2	3	4	5	6
276.	Your unit objectives are not discussed when unit members have not worked together before	N/A	0	1	2	3	4	5	6
Consultation – Communicating with others in an attempt to solve a problem									
277.	Your unit leaders seek information or opinions from unit members when they need information	N/A	0	1	2	3	4	5	6
278.	Your unit members do not provide expertise when unit leaders need information	N/A	0	1	2	3	4	5	6
279.	Consultation is encouraged when unit leaders need information from others	N/A	0	1	2	3	4	5	6
Feedback Exchange – Feedback is exchanged between individuals									
280.	Your unit leaders do not provide feedback on solutions when a problem is unfamiliar	N/A	0	1	2	3	4	5	6
281.	Your unit members seek feedback when a problem is unfamiliar	N/A	0	1	2	3	4	5	6
282.	Exchanging feedback is encouraged when problems are unfamiliar	N/A	0	1	2	3	4	5	6

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		No way to observe							
		Information Sharing – Transferring information or knowledge between multiple people							
283.	Members exchange information when they have unique knowledge	N/A	0	1	2	3	4	5	6
284.	Your unit leaders discourage information sharing when unit members have unique knowledge	N/A	0	1	2	3	4	5	6
285.	Members with different knowledge meet to exchange information	N/A	0	1	2	3	4	5	6
Mode of Communication – The method a person uses to communicate with others									
286.	The unit uses few forms of communication when dispersed	N/A	0	1	2	3	4	5	6
287.	The unit uses virtual or online communication when the unit is dispersed	N/A	0	1	2	3	4	5	6
288.	Your unit leaders send information through multiple channels when the unit is dispersed	N/A	0	1	2	3	4	5	6
Communication Norms – How the group normally communicates with one another									
289.	Your unit leaders demonstrate communication norms when members communicate differently	N/A	0	1	2	3	4	5	6
290.	Your unit members define communication channels when members communicate differently	N/A	0	1	2	3	4	5	6
291.	Communication standards are not defined when a unit member communicates differently	N/A	0	1	2	3	4	5	6
Connections Between Actors – Connections or relationships									
292.	The unit leader does not use connections between subordinates to access information	N/A	0	1	2	3	4	5	6
293.	The unit leader uses connections between subordinates to distribute information about problems	N/A	0	1	2	3	4	5	6
294.	The unit leader monitors how information flows between subordinates	N/A	0	1	2	3	4	5	6

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Network Size – How large a group or network is																
295.	The unit leader distributes leadership responsibilities when the unit is large	N/A	0	1	2	3	4	5	6							
296.	The unit leader does not break work into sub-units when the unit is large	N/A	0	1	2	3	4	5	6							
297.	The unit leader delegates responsibilities when the unit is large	N/A	0	1	2	3	4	5	6							
Leader Centrality – How central the leader is in the communication network																
298.	The unit leader does not ensure that he is made aware of critical information	N/A	0	1	2	3	4	5	6							
299.	The unit leader distributes information through unit members critical to the problem	N/A	0	1	2	3	4	5	6							
300.	The unit leader gets information from unit members that are critical to the problem	N/A	0	1	2	3	4	5	6							
Dispersion of Information – How many people have information within a group																
301.	The unit leader distributes information to unit members with relevant experience	N/A	0	1	2	3	4	5	6							
302.	The unit leader seeks out information from specific unit members with specialized expertise	N/A	0	1	2	3	4	5	6							
303.	The unit leader does not monitor the sharing of information among unit members	N/A	0	1	2	3	4	5	6							
Leader Exposure to Network – How much contact the leader has with others																
304.	The unit leader does not monitor communication between unit members when problems are unpredictable	N/A	0	1	2	3	4	5	6							
305.	The unit leader communicates with different unit members when problems are unpredictable	N/A	0	1	2	3	4	5	6							
306.	The unit leader spends time facilitating communication between unit members when problems are unpredictable	N/A	0	1	2	3	4	5	6							

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		Boundary Spanning –The degree to which leaders communicate outside their group							
307.	The unit leader interacts with other units when his unit has limited information	N/A	0	1	2	3	4	5	6
308.	The unit leader does not coordinate with other units when the unit has a specialized role	N/A	0	1	2	3	4	5	6
309.	The unit leader communicates with other organizations when the unit has a specialized role	N/A	0	1	2	3	4	5	6
Connections Between Actors – Connections or relationships between people									
310.	New unit members are encouraged to ask other members for assistance	N/A	0	1	2	3	4	5	6
311.	Newly formed units do not spend time outside of work together	N/A	0	1	2	3	4	5	6
312.	Your unit leaders have experienced members mentor new unit members	N/A	0	1	2	3	4	5	6
Network Size – How large a group or network is									
313.	Your unit leaders rely on multiple people to collect information in complex situations	N/A	0	1	2	3	4	5	6
314.	Your unit members do not rely on the work produced by others for complex jobs	N/A	0	1	2	3	4	5	6
315.	The unit relies on outside help when completing complex tasks	N/A	0	1	2	3	4	5	6
Network Density – How many connections there are between people in a group									
316.	Your unit members are encouraged to get feedback from other on complex tasks	N/A	0	1	2	3	4	5	6
317.	Your unit members do not communicate with others on complex tasks	N/A	0	1	2	3	4	5	6
318.	Your unit members are encouraged to voice concerns about critical assignments	N/A	0	1	2	3	4	5	6

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		Team Centrality – How central a team is among other teams							
319.	Units working on critical tasks are given access to resources from other units	N/A	0	1	2	3	4	5	6
320.	The unit is encouraged to consult with other units when given a critical assignment	N/A	0	1	2	3	4	5	6
321.	Your unit leaders do not check the progress of other units on tasks critical to the mission	N/A	0	1	2	3	4	5	6
Centrality of Team Leader – How central the team leader is in relation to other teams									
322.	Your unit leaders are given only critical information when a decision is needed quickly	N/A	0	1	2	3	4	5	6
323.	Your unit leader consult all information sources when a decision is not needed quickly	N/A	0	1	2	3	4	5	6
324.	Your unit members do not seek out feedback from the unit leader when action is not needed immediately	N/A	0	1	2	3	4	5	6
Information Gathering – Seeking out knowledge or information									
325.	Your unit members gather information from one another often in rapidly changing situations	N/A	0	1	2	3	4	5	6
326.	The unit gathers information from multiple sources in rapidly changing situations	N/A	0	1	2	3	4	5	6
327.	Your unit leaders do not distribute information to the whole unit in stable situations	N/A	0	1	2	3	4	5	6
Knowledge of Other Networks – How much team members know team member’s networks									
328.	Your unit members have similar contacts as others in their unit	N/A	0	1	2	3	4	5	6
329.	Your unit members do not discuss the dynamics of the unit with other members	N/A	0	1	2	3	4	5	6
330.	Your unit leaders encourage unit members to discuss the purpose of assignments with each other	N/A	0	1	2	3	4	5	6

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Familiarity – How much experience team members have with each other																
331.	Your unit leaders encourage new unit members to spend time with the rest of the unit	N/A	0	1	2	3	4	5	6							
332.	New unit members are not briefed on assignments they are not directly involved with	N/A	0	1	2	3	4	5	6							
333.	Your unit members offer information on their background to new unit members	N/A	0	1	2	3	4	5	6							
Empowerment – Giving others the ability to complete tasks their own way																
334.	Your unit leaders do not allow unit members to make decisions when they have limited contact	N/A	0	1	2	3	4	5	6							
335.	Your unit members are self-reliant when they have limited contact with the unit leader	N/A	0	1	2	3	4	5	6							
336.	Your unit leaders do not require unit members to run decisions by them when they have limited contact with one another	N/A	0	1	2	3	4	5	6							
Delegation – Spreading assignments or responsibilities among multiple people																
337.	Your unit leaders seek help from others when there is limited time to solve a problem	N/A	0	1	2	3	4	5	6							
338.	Your unit members are not prepared to take on responsibilities when time is limited	N/A	0	1	2	3	4	5	6							
339.	Your unit leaders distribute tasks to those with relevant experience when time is limited	N/A	0	1	2	3	4	5	6							
Shared Leadership – Distributing leadership responsibilities																
340.	Your unit leaders enlist the skills of others when they do not have the experience to solve a problem	N/A	0	1	2	3	4	5	6							
341.	Individuals sharing the leadership role have different skills	N/A	0	1	2	3	4	5	6							
342.	The unit leader does not distribute tasks to individuals with relevant experience	N/A	0	1	2	3	4	5	6							

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		Consultation – Communicating with others in an attempt to solve a problem							
343.	Your unit leaders seek information from others when they do not have all of the needed information	N/A	0	1	2	3	4	5	6
344.	Your unit leaders do not schedule meetings with members to be briefed on new information	N/A	0	1	2	3	4	5	6
345.	Your unit members provide the unit leader with updates when the situation changes	N/A	0	1	2	3	4	5	6
Implementing and Revising Solutions – Putting solutions into practice and changing them									
346.	Your unit leaders seek feedback on solutions to complex problems	N/A	0	1	2	3	4	5	6
347.	Group members are not encouraged to provide suggestions for improving solutions to complex problems	N/A	0	1	2	3	4	5	6
348.	Your unit members inform the unit leader when there are problems implementing a solution to a complex problem	N/A	0	1	2	3	4	5	6
Leader-Member Exchange – The relationship between the leader and subordinates									
349.	Your unit leaders give new members tasks of increasing difficulty to evaluate performance	N/A	0	1	2	3	4	5	6
350.	Your unit leaders do not treat all members equally in a new unit	N/A	0	1	2	3	4	5	6
351.	Your unit leaders seek out members that can take on more responsibility in a new unit	N/A	0	1	2	3	4	5	6

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Trust – The degree to which leaders and members feel they can rely on one another																
352.	Your unit leaders encourage members to trust one another when their assignments are related	N/A	0	1	2	3	4	5	6							
353.	Members are not held accountable to one another when their assignments are related	N/A	0	1	2	3	4	5	6							
354.	Members rely on each other to completetasks	N/A	0	1	2	3	4	5	6							
Encouraging Contact – Promoting the idea of communicating with others																
355.	Your unit leaders encourage unit members to interact when they have specialized knowledge	N/A	0	1	2	3	4	5	6							
356.	Your unit members discuss problems with others when they have relevant experience	N/A	0	1	2	3	4	5	6							
357.	Your unit leaders do not meet with groups that have information relevant to a problem when the group has specialized knowledge or experience	N/A	0	1	2	3	4	5	6							
Expectations for Collaboration – The degree to which collaboration is expected in the group																
358.	Your unit leaders explicitly encourage new unit members to collaborate	N/A	0	1	2	3	4	5	6							
359.	Existing unit members do not collaborate with new unit members	N/A	0	1	2	3	4	5	6							
360.	Your unit leaders set an example by collaborating with new unit members	N/A	0	1	2	3	4	5	6							
Voice – How much involvement team members have in decision making																
361.	Your unit leaders request unit member opinions on difficult situations	N/A	0	1	2	3	4	5	6							
362.	Members do not express concerns when situations are difficult	N/A	0	1	2	3	4	5	6							
363.	Your unit members are encouraged to express concerns if problems arise during a difficult task	N/A	0	1	2	3	4	5	6							

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		Sensegiving – Making sense or clarifying a situation or a task							
364.	Members exposed to a problem do not relay information to the unit leader	N/A	0	1	2	3	4	5	6
365.	Your unit leaders communicate with unit members to locate problems they may have exposure to	N/A	0	1	2	3	4	5	6
366.	Your unit members brief unit leaders on problems relevant to their expertise	N/A	0	1	2	3	4	5	6
Adaptive Performance – How well a team adapts to a problem									
367.	The unit does not changes operating procedure when the situation is fluid	N/A	0	1	2	3	4	5	6
368.	The unit leader focuses on short-term goals when the situation is fluid	N/A	0	1	2	3	4	5	6
369.	Your unit member roles are less clearly structured when a situation is fluid	N/A	0	1	2	3	4	5	6
Spontaneous Collaboration – Collaboration done without being told to collaborate									
370.	Your unit members collaborate without unit leader intervention when there are multiple goals	N/A	0	1	2	3	4	5	6
371.	Your unit leaders discourage collaboration when there are multiple goals	N/A	0	1	2	3	4	5	6
372.	Your unit leaders do not require oversight of all unit member work when there are multiple goals	N/A	0	1	2	3	4	5	6
Decision Acceptance – The degree to which team members accept decisions									
373.	Your unit leaders do not allow open debate on decisions when motivation is low	N/A	0	1	2	3	4	5	6
374.	Feedback is solicited from unit members prior to decision making when motivation is low	N/A	0	1	2	3	4	5	6
375.	Your unit leaders require consensus on decisions when motivation is low	N/A	0	1	2	3	4	5	6

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		This never happens							
		No way to observe							
		Shared Situational Awareness – The degree to which everyone understands the situation							
376.	Your unit members check their understanding of the situation with each other when the situation is ambiguous	N/A	0	1	2	3	4	5	6
377.	Your unit leaders do not define the situation when the situation is ambiguous or unclear	N/A	0	1	2	3	4	5	6
378.	Your unit members request updates from the unit leader when the situation is ambiguous	N/A	0	1	2	3	4	5	6
Collective Efficacy – The degree to which the team feels they can accomplish their goals									
379.	Your unit leaders assure the unit of their ability to complete unfamiliar tasks	N/A	0	1	2	3	4	5	6
380.	Your unit members do not receive more positive feedback than usual on unfamiliar tasks	N/A	0	1	2	3	4	5	6
381.	Your unit members exchange information on how to complete unfamiliar tasks	N/A	0	1	2	3	4	5	6
Network Sharing – The degree to which information is shared about who knows who									
382.	Your unit members do not exchange information on their network when specialized skills are needed	N/A	0	1	2	3	4	5	6
383.	Your unit leaders gather information on unit member networks when specialized expertise is needed	N/A	0	1	2	3	4	5	6
384.	Your unit leaders encourage unit members to share information on their networks when specialized expertise is needed	N/A	0	1	2	3	4	5	6

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		No way to observe							
		Intuitive Working Relations – The ability to work well with others based on familiarity							
385.	Your unit leaders encourage experienced members to mentor new unit members	N/A	0	1	2	3	4	5	6
386.	Your unit procedures are not clearly defined when new unit members are added	N/A	0	1	2	3	4	5	6
387.	Your unit leaders enforce strict assignments when new unit members are added	N/A	0	1	2	3	4	5	6
Coordination – The degree to which the team can organize tasks among the group									
388.	Your unit leaders do not clarify roles when unit members have different assignments	N/A	0	1	2	3	4	5	6
389.	Your unit members request input from leaders when members have different assignments	N/A	0	1	2	3	4	5	6
390.	Units update one another when they have different assignments	N/A	0	1	2	3	4	5	6
Distributed Leadership Capacity – The degree to which the team can function in the absence of the unit leader									
391.	Your unit leaders encourage unit members to engage in leadership functions during complex tasks	N/A	0	1	2	3	4	5	6
392.	Your unit members make decisions without unit leader input during complex tasks	N/A	0	1	2	3	4	5	6
393.	Your unit members with expertise do not take the lead during complex tasks	N/A	0	1	2	3	4	5	6
Role Clarity – The degree to which team members understand their roles									
394.	Your unit leaders spend time defining roles when a task is unfamiliar	N/A	0	1	2	3	4	5	6
395.	Your unit members avoid working outside their defined role when a task is unfamiliar	N/A	0	1	2	3	4	5	6
396.	Guidelines for roles are not clearly stated when a task is unfamiliar	N/A	0	1	2	3	4	5	6

